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ABSTRACT

These learning activities will help children in grades 1-8 learn about issues concerning nuclear war and disarmament and help them develop their own framework for decision making in the nuclear age. The introduction discusses curriculum objectives and the procedures for implementing the curriculum. A sample letter to parents and instruments for surveying students' and teachers' thoughts concerning nuclear issues are included. Seven units of study comprise the major portion of the guide. Unit I helps students express their thoughts and feelings concerning nuclear war. The second unit is designed to help children understand how individuals create and see enemies. The third unit helps children deal with feelings of anger, frustration, and fear. Unit IV points out the differences between a reality focused on solving conflict through violence and one made up of negotiating and nonviolent resistance. Unit V contains facts concerning nuclear war. The sixth unit gives examples of how different species live together harmoniously. The concluding chapter presents accounts of what people are doing to prevent nuclear war. A five-page bibliography of resource materials for parents, teachers, and students is provided. (RM)

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LET'S TALK ABOUT PEACE

LET'S TALK ABOUT NUCLEAR WAR

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A PEACE CURRICULUM BY TEACHING IN THE NUCLEAR AGE

ENDORSED BY PARENTING IN THE NUCLEAR AGE

SO 016 311

LET'S TALK ABOUT PEACE

LET'S TALK ABOUT NUCLEAR WAR

A PEACE CURRICULUM BY TEACHING IN THE NUCLEAR AGE

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This curriculum may be ordered from Bananas, 6501 Telegraph, Oakland, CA 94609 ($10.00)

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INTRODUCTION

Teacher: *Today people don't use bows and arrows any more in war.*

5 year old: *Yeah, that's the Indians. There are guns and bombs.*

Teacher: *What's a bomb?*

3 year old: *Bang!*

5 year old: *It explodes, you have to be careful when you carry it to the enemy; it could fall on your house.*

Teacher: *Yes, bombs are very dangerous.*

5 year old: *We could get hurt, maybe killed. Let's not carry bombs.*

3 year old *(with a worried look): Is war coming here?*

Teacher: *Not now. I'm going to do everything to keep us safe. I do not want any bombs.*

5 year old: *If it comes, let's move away, far away. It would be better to make no bombs.*

Teacher: *There are many people who think so, too.*

(Excerpted from "Nuclear Energy and Its Effects on Children and Families.")

We, the authors of this curriculum, want to aid and encourage you and the children in your care to speak openly about the subject of nuclear war. Through communication we hope that you will learn new ways to solve problems among people. And we believe you will discover personal and group power in activities and projects that promote understanding and peace.

In the fall and winter of 1982, parents, perplexed and upset by children's nightmares and disturbing questions, were calling Bananas, the East Bay childcare referrral service. A small group of parents and teachers began to meet at Bananas to discuss what to do. We called a large general meeting of anyone interested in

the subject of children and their nuclear fears and discovered that many teachers, confronted with children's nuclear fears and questions, were desperate for information and curriculum. Talking with people of similar minds about a problem, even about a subject as terrifying as nuclear war, empowered us to help solve the problem. So we have written a peace curriculum.

Wonderfully, in the course of our work we went through all the learning processes encompassed by the curriculum and found that our premise indeed holds true--that to engage oneself in a peacemaking activity is to taste the richness of a world where there lives an alternative to violence, a world whose peoples are capable of healing themselves and the planet. It's to learn that we can make a difference.

There is no easy way out of the incredible despair engendered by the nuclear threat. Our feelings could not be denied. In undertaking this work with children we found ourselves confronting our feelings about nuclearism, our habitual ways of solving problems, our own sense of power to change what we feel is wrong.

A second struggle we experienced in the writing was the ambivalence about discussing this topic with young children. How can we risk hurting them more? But they want to know! Can't we protect them--just one year more? And how much shall we tell them--how vivid should our presentation be? From the questions which came up during our pilot teaching and workshop presentations this past year, we know this is possibly the outstanding concern surrounding any curriculum on nuclear issues.

Researchers who have spoken with children in the U.S. and other countries have found that children know about nuclear war; they fear it; they have doubts about growing up; they feel anger about it; and many of them feel powerless to overcome the threat of nuclear annihilation (Beardslee & Mack, 1982; Escalona,

1965; Tolley, Jr., 1973; Cooper, 1965; Schwebel, 1961; Wrightman, 1964). Escalona found that a child's ego development can be weakened if s/he sees surrounding adults as passive, hopeless, powerless . . . as victims.

What then is our role as teachers? We believe our tasks are to validate the feelings of children, to teach skills in making peace in daily life, to educate about historical and current nonviolent action and efforts for world peace, to encourage cooperative effort, and to empower children to act according to their beliefs.

We do not recommend specific classroom discussion of the effects of a nuclear war for children K-3 unless they bring it up at school or at home and parents want you to discuss it. We are opposed to movies or slide shows or books with frightening material for children under twelve; many are not appropriate at least until high school. We can't state too strongly our conviction that <u>any</u> presentation needs some introduction and preparation and more importantly needs both immediate and long range followup. Dumping a "heavy" movie on a school-age person without adequate time and encouragement to work on the feelings elicited is not a way of educating for peace. It is an act of violence.

Working with parents and fellow staff is an important aspect of presenting any peace curriculum. Our purposes--making the topic accessible and within our power to change--are best served by a direct but gentle approach. Each time we pilot-taught the curriculum we held a well-publicized parent-administration-teacher meeting beforehand so that parents and staff could express their feelings about bringing our program into the classroom, and so that we could better serve the children's needs. If parents know the nature of the curriculum and have thought and talked about nuclear war, they'll be better prepared to help children cope with their feelings. Parents are the ones who give comfort in the middle of the

night when children's fears are often most vividly expressed. We cannot stress too highly the importance of involving them, as well as staff, in a planned presentation on peace and war. Also, at the close of sessions we offered another meeting for evaluation and sharing, and at that time set up a way of keeping in touch with the classroom teacher so as to provide for further feedback and support--both ways. You may want to make yourself available to students and parents for special consultations.

The order of our units reflects our experience in teaching young people. You, the classroom teacher, have the opportunity to rearrange, expand, revise and use these activities throughout the school year when the time is right. We open with the unit on feelings and suggest many possible activities because we hope that children will build trust and give comfort among one another as a beginning for thinking about nuclear war and throughout the curriculum (and their lives). For us, feelings have a priority over facts. We present facts when relevant but want to keep in mind that facts can mystify in a way that overwhelms and frightens even as it enlightens. Though young people may seem caught up in facts and technology, there may be strong feelings beneath the surface which need drawing forth.

The "What Makes an Enemy" unit is designed to help children ask questions about our attitudes and feelings that create enemies. It is a transition from expressing one's own feelings to thinking about how we oppose others with feelings.

"Peace as a Process" is an active technique for dealing with the potentially destructive feelings of anger, frustration and fear. Experiencing how to reach solutions to social problems inspires confidence and hope that global interactions can be peaceful in nature.

The "History of Nonviolence" unit then points out the differences between a reality focussed on conflict-solving through violence, and one which is made up

of negotiating and nonviolent resistance. Children are given a taste of the rich tradition of nonviolence and some specific examples in story form of nonviolent achievements.

The "War and Nuclear Facts" unit can be used as a resource to provide answers to children's questions and emphasize the positive actions happening on a national level. We feel it is unsuitable for presentation as a unit to children under age nine/4th grade and should be used with caution for children of any age.

"Survival of the Cooperative" gives examples of how different species live together harmoniously. It has stories and games which nurture cooperation among children.

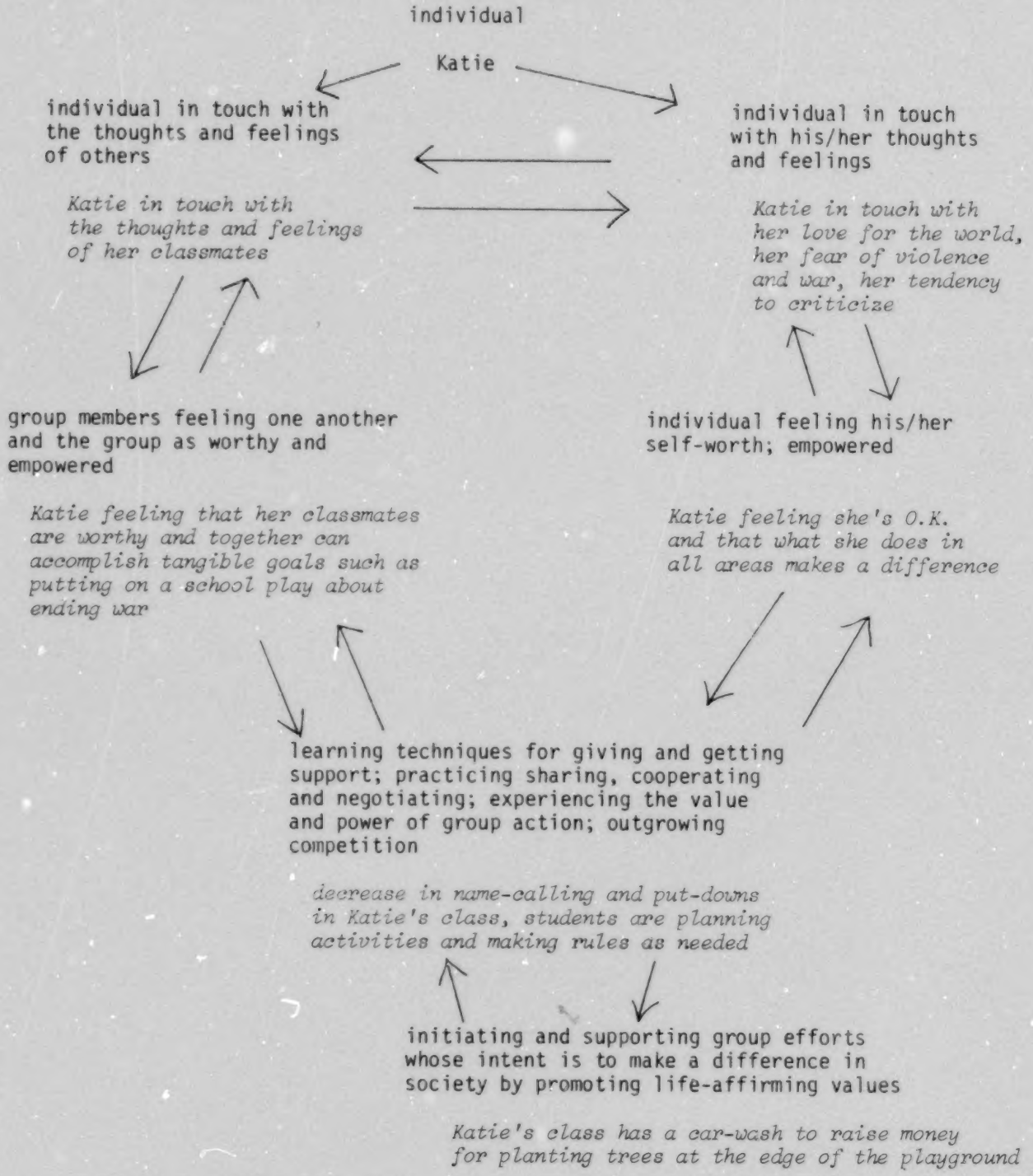
"Action and Empowerment," with its current stories and projects, is last because it takes us out of the classroom and into the surrounding and future world. It joins young people with older ones in a common task: preventing nuclear war as a life-long activity.

In all the units, activities mainly for older children are starred.* We are including a sheet explaining our procedure for beginning to teach peace curriculum at a school; a letter we sent home to parents; a letter from a school superintendent giving his reasons for teaching about nuclear issues; a teacher and student survey we used in classrooms; evaluation sheets we gave to students at the end of classroom sessions. Following these is an evaluation form for you after you have used the curriculum. We would greatly appreciate any feedback you have for us.

A final word: Listen to topics and concerns that arise. They are certainly as valid a part of the curriculum as the written text which follows. Remember that our purpose is to change the way in which we do things and view ourselves and others as well as to change the world. Don't worry about "side-tracks"--

they too can lead to the same goal. Welcome all viewpoints, not just superficially but with deep respect. How can a discussion, or conflict resolution, ensue without opposing beliefs? And also, you cannot say too often to your students that by their involvement in the curriculum, they're doing something to make the world a better place. And to you,too, fellow teachers and learners, thank you and best wishes!

CURRICULUM PURPOSE--ONE PERSPECTIVE


individual
Katie
individual in touch with the thoughts and feelings of others
individual in touch with his/her thoughts and feelings
Katie in touch with the thoughts and feelings of her classmates
Katie in touch with her love for the world, her fear of violence and war, her tendency to criticize
group members feeling one another and the group as worthy and empowered
individual feeling his/her self-worth; empowered
Katie feeling that her classmates are worthy and together can accomplish tangible goals such as putting on a school play about ending war
Katie feeling she's O.K. and that what she does in all areas makes a difference
learning techniques for giving and getting support; practicing sharing, cooperating and negotiating; experiencing the value and power of group action; outgrowing competition
decrease in name-calling and put-downs in Katie's class, students are planning activities and making rules as needed
initiating and supporting group efforts whose intent is to make a difference in society by promoting life-affirming values
Katie's class has a car-wash to raise money for planting trees at the edge of the playground

Movement from stage to stage is our goal and yes, the arrows go both ways in an upwards spiral: as Katie feels more confident in herself and her class's power, she participates in and initiates activities such as drawing up rules. And when Katie experiences success in making classroom rules, both her sense of self and her sense of the class as a worthwhile unit are strengthened.

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PROCEDURE FOR HAVING THIS PEACE CURRICULUM AT YOUR SCHOOL

1. Set up a parent/staff meeting for interested and concerned staff and parents. We will be there (curriculum teachers and writers) along with 2 parents from Parenting In A Nuclear Age.
2. Send a note home with students in the classroom where the curriculum will be taught to notify their parents about the meeting. Notify staff, too.
3. Hold the meeting.
4. Tell the children we will be coming to talk about peace and nuclear war.
5. Make nametags for each child.
6. Set up the class in a semi-circle facing the blackboard.
7. If there are any repercussions from our visit, please feel free to contact us or have parents, children or staff contact us.
8. Please have children fill out our evaluation form.
9. Please fill out the teacher evaluation form.
10. We will set up a followup meeting for staff and parents.

SAMPLE LETTER TO PARENTS

Dear Parents,

_____will be the first day of a four-part series on nuclear issues in our classroom. "Let's Talk About Peace, Let's Talk About Nuclear War" is a model curriculum developed and taught by two certified teachers each with ten years of classroom experience. This is a project of Parenting in the Nuclear Age sponsored by BANANAS Child Care Information & Referral Service.

Many of us realize that children already are aware and fearful of the dangers of a nuclear war. These sessions are designed to find out what they know and how they feel; to provide age-appropriate information; to reassure children that many grown-ups are doing everything they can to stop the arms race; and to offer projects that nurture hope and power.

On the evening of_____at_____p.m. in_____ _____, the two teachers and two members of the affiliated parent group will come to discuss your concerns on the issue of children & nuclear war, to explain the curriculum content, and to speak about past experiences with children and parents. We strongly encourage you to come to the parent meeting.

Thank you,

_____

(Note: Please offer a way for parents to find out about the curriculum and/or express their concerns if they can't come to the parent meeting. Some parents may not want their children to participate in the sessions and we feel this should be respected.)

A SUPERINTENDENT GIVES HIS REASONS FOR TEACHING ABOUT NUCLEAR ISSUES

by Dr. Robert Sperber

Former Superintendent of the Brookline Public Schools

If we want to be seen and appreciated as vital social institutions which need preserving and support, then we as teachers must play a key role in the lives of children and their families. Teaching about the issues of nuclear disarmament, helping our students develop their own framework for decisionmaking in the nuclear age, will not only help our students, but will enhance the schools as an important social institution.

Related to the issue of preserving the school as a significant institution is the question of helping ourselves as teachers to feel empowered at a time when society is clearly signaling that it doesn't place too high a value on teaching. Nothing can help us more in this regard than to deal effectively with an issue which effects the survival of our civilization. Teaching about the nuclear age will give us a deep sense of helping to preserve the human race.

From a personal point of view, engaging in this valuable effort, in this crusade to preserve our planet, will help us as individuals to deal with our sense of denial or our sense of anger which we feel when we read the newspapers or listen to television or radio and consider the priorities of our government.

The nation's publishers devote little attention to this subject. They are afraid that if they include material that is controversial, or which offends a group of individuals they will not get their books accepted.

My own sense as an educator tells me that if a subject is avoided, if it is too controversial, that is all the more reason why it should be included in the experience of learners. As educators we have a responsibility to deal with controversy, for it is out of conflict and disequilibrium that real learning takes place. We cannot allow others to take away our right to think critically about vital materials.

Educators have a responsibility to serve as adult role models for their students. As educators we have a responsibility to teach our students content about nuclear issues to help them make intelligent choices, to help them think about a critical issue and to give them a useful outlet for their thoughts and their feelings.

(Taken from Day of Dialogue.)

TEACHER SURVEY

1. Have you discussed nuclear issues with friends or family? With your students?

2. To what extent?

3. Ideally, what would this course do for you/what do you want out of it?

   a. for yourself

   b. for your students

STUDENT SURVEY

You can conduct this survey either orally, informally within the group (recording sample responses) or with older students, written and individually.

1. Do folks at home talk about war? How do they feel?

2. Do you talk about possibilities of war with friends?

3. Do you think there might be a war in this country?

4. Do you want to learn more about war and weapons? Why they exist, how many there are, what might happen if they were used?

5. Do you think you can change how people and countries get along in this world?

For upper elementary and grownups, add

1. Have you studied the nuclear weapons situation?

2. What do you know about active nonviolence?

3. Do you, or does anyone you know, protest against the nuclear arms race? What do you or they do?

4. Do you think it's important to protest? Why or why not?

STUDENT EVALUATION

THOUGHTS AND FEELINGS

1. What feelings came up for you when we talked about this subject?

2. What did you learn about the nuclear arms race and nuclear war from this session?

3. Did you learn some ways to make yourself safe when you feel threatened? Please explain.

4. Do you think it will be any easier now to talk to your friends, teacher, or parents about your fears?

5. Comments, suggestions for improvement, praise, questions.

STUDENT EVALUATION

ANGER AND CONFLICT

1. What did you learn about how you express anger and solve problems?

2. Did you learn anything you could teach someone else about solving problems? Please explain.

3. How can you use what you learned today in your life?

4. What difference do you think it will make in the world if you, your friends, and your family use this method of solving problems?

5. Comments, suggestions for improvement, praise, questions.

TEACHER EVALUATION

OF CURRICULUM

1. What was the most productive unit? How so?

2. Which section was difficult or brought forth the least response? Tell us about it.

3. Any unexpected results from use of the materials? What?

4. Please provide a list (with comments) of what activities and resources you actually used in your classroom.

5. Often the material brings forth overwhelming emotional response--did this happen for you or your students? How did you deal with it? How do you feel about it?

6. Parent comments/support/etc.

7. Staff and administration comments/support/etc.

8. What would you really like to see added, deleted or modified in the revised edition?

9. Do you intend to follow up on the unit during the rest of the year? Teach it again next year?

UNIT I

EXPRESSING THOUGHTS AND FEELINGS

Outline

I. Introduction to Teacher

II. Suggested Introduction to Activities

III. Activities

IV. Other Activities

V. Extra Notes

UNIT I

EXPRESSING THOUGHTS AND FEELINGS

I. Introduction to Teacher

This unit is the key to the curriculum; its activities can be used throughout the curriculum (and beyond) to reinforce personal involvement. We hope to elicit emotional responses and pair them with critical thinking; to provide practice in the immediate, verbal sharing of feelings; and to nourish a group sensibility.

Guidelines in working with feelings: 1) When an individual is expressing anger, terror etc. don't try to cut him/her off by comforting or distraction. Feelings are valid and furthermore, healing. Encouraging all those present to give that person their full attention is a way to help him/her go through the necessary feelings and also helps the process in the rest of the group. 2) Stress that this is a time for feelings work, not analyzing or sharing information. Keep returning individuals to what's happening right now with their feelings. 3) Help a person make the transition from "being worked up" to a quieter, secure mode.

Most of the activities and discussion questions can be adapted for use by all ages. Following them are suggestions for specific age groups. Remember, this unit is a skeletal outline of what could be an ongoing "subject"--even as art and science are taught throughout the year, teachers can employ a class meeting to provide for expressive skills.

It's assumed that the atmosphere will be informal, with moderated turn-taking, a circle format and the leader as well as other adults present taking part in all activities. We've found that passing a device such as a stone or

feather is a wonderful way to designate the person who has the floor. We believe that if an individual wishes to "pass" on an activity, s/he be permitted to do so.

Please stress to participants that by their participation they are co-authoring the next edition of this curriculum. Ongoing feedback will be noted by the leader, and a formal evaluation session will come at the end.

II. Suggested Introduction to Activities

I'm here to tell about how young people and grownups together can make the world a good/safe/healthful place to live. Right now, it doesn't feel that way to a lot of us; little children, older folks, grownups and elderly people are having nightmares about war. Are any of you? (Allow for response.) There are teenagers who feel like they'll never grow up to grow old . . .

So some of us who are teachers and parents decided to get together and talk about nuclear war and peace with other people in our communities: with students, with other teachers and parents, with any group that wants to. We believe that together it is easier to face the feelings we have about how things are, and that together we can come up with ways to let those feelings out in a way that can transform ourselves and our world.

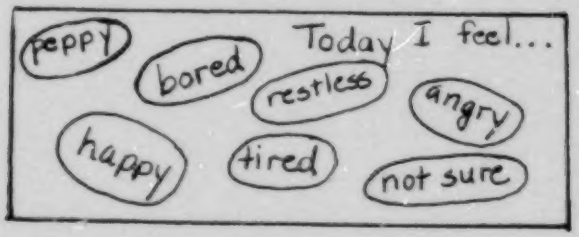
First we'll focus on you--your feelings about yourself and what you usually do with those feelings. Then we'll share what we know about problem solving and how other people have organized to change things in the world.

III. Activities

The leader can [illegible] a day's lesson or a long unit by selecting from the following activities, and also using readings, audio-visuals, speakers,etc. Our sequence is obvious; variations on it are endless. You'll want to vary mood

and nature of activity: use lighter-hearted episodes such as partner painting, a song or story to follow serious sessions, and take advantage of all possible modes of involvement ranging from individual work to large group.

A. Check-in (optional beginning activity)



Objective: familiarity with feeling words and ability to share them; transcience of feelings.

Materials: nametags with masking tape, poster board and felt-tip.

Each person is asked to write her/his name on a tag and then to tune in on how s/he feels that day. Compare to a weather report. Leader also checks in. For a simpler opener, simply go around the group and ask each person how s/he is feeling that day.

B. Contrast of Safe and Threatened

Objectives: familiarity with these terms and their associations; experience saying and hearing feelings within a group.

1. On the blackboard write these two words, then ask: How does it feel to be a) safe b) threatened? Either ask students to write associations as orbiting around the terms, or do this yourself. Then add to include the adjectives below.

warm SAFE peaceful happy relaxed

scared THREATENED powerless angry nervous excited frustrated

2. List what makes you feel safe. It's hard for some of us to share our feelings: do any of you feel shy about it? List what threatens you. This can be done as a group activity or each person can take a piece of 8 x 11 paper and fold to make two columns for later, verbal sharing.

SAFE	THREATENED
a lock on the door	someone following me
a friend	sharks
my mom, etc.	my folks fighting, etc.

3. Do a drawing, clay model, charades, etc. of these two conditions.

C. How Do We Respond to Being Threatened?

Objectives: Analysis/categorization of ways people respond to threatening situations, especially the nuclear threat. Individuals exploring new ways to make themselves feel o.k. when threatened.

1. This activity combines discussion and role-play. It's important to act out being threatened and also a variety of solutions to the state. The leader can provide suggestions for resolving the threatening situation, and/or ask participants to do so.

State the purpose: What we're here to figure out together is--what do we do with the feelings that come from being threatened, especially being threatened by nuclear war?

Ask: What do animals do when threatened? If a hawk is after a rabbit? (hide . . . run . . . freeze)

What do little kids/babies do?

What do you do? When, for example, someone bigger than you comes after you, angry? (Here it's helpful for the leader to share a personal experience.) Did anything like that ever happen to you? (Here is a possible scenario for a

role play: one person is a monster, and can be labelled as such. S/he begins to "attack" the threatened person. The latter might stand up to the monster, saying "I don't have to listen to you, phooey!" Or s/he can get someone to be mom to confront the monster with her/him. Another solution, which will probably be up to the leader to facilitate, is to form a group for confrontation. Other threats which come up frequently are nightmares; the dark; being alone; guns.)

*2. Ways of responding to a threat: Objective: To notice and categorize our responses to threats. Materials: Three pieces of poster board with the following headings, illustrated if you like.

Deny/Escape	Get the Energy Out	Express & Transform

Activity: Tape these to the board and ask for examples, prompting as needed. Obviously, there will be some overlapping and possible disagreement . . .

(examples)

Deny/Escape	Get the Energy Out	Express & Transform
don't think about it	punch things	talk
sleep	garden	make art
watch tv	run	take specific action:
build a bomb shelter	dance	write letters
	work hard	do research
	fight	protest
	cry	
	talk with a friend	

3. Transforming threatening things to safer: This activity can be done immediately after the listing of Safe and Threatened, or after more exploration of responding to threat. With young students, say that with your magic wand (a chalkboard pointer or just your finger) you will now presto-chango turn things that are scary into safer--with the class's help.

Take one item in the Threatened category, for example "dogs that bark at me," and ask for someone's help. Who can think of what to do? Often, you'll have to model the first item. Some solutions: Learn its name and say hello as you walk by . . . pretend you're a bigger dog . . . As in the earlier activity, draw attention to the tactics that involve others.

D. Discussion Questions

The following set of questions take time and are best in a small group, or with pairs of older folks. They are adapted from a workshop with Chellis Glendenning (Waking Up in a Nuclear Age).

1. I first became aware of nuclear bombs when . . .
2. My worst fear for the world is . . .
3. So that I won't have to think about nuclear war, I . . .
4. When I think of growing up now, I . . .
5. My best hope for the future is . . .

E. Picture the Future

This activity is one means of providing resolution for the above set of questions. Individuals are asked to draw their best hopes or worst fears for the future, and then one at a time hold them up and tell about them. (Note: This is a good follow-up activity for a teacher to do between sessions given by an outside leader.)

F. Optional Closing Activities

We've found it imperative to end sessions with as positive and unified an atmosphere as possible. Don't skimp on the closing!

1. Strokes: One at a time, turn to the person on your right and say something you really appreciate about her/him. Allow each remark time to sink in. Ask for eye contact.

2. Centering exercises:

   a. Ask each person to close her/his eyes and allow the feelings of being present to pervade her/him. For example, say: Let yourself feel your body in the chair, the wood against you . . . the bottoms of your feet on the floor . . . your head being supported by your neck . . . your spine . . .

      Now think back to what you've heard and said this morning: The ways you feel when threatened, how you feel when you're safe. How it felt to let other people get close to you by sharing your feelings.

      Think about the new ideas you touched . . . I hope that when you leave you allow what happened to keep simmering inside you, and that like me you feel glad and excited about continuing this way of being together tomorrow.

      Now come back into your bodies, and slowly open your eyes. Hello. (Some simple stretching can follow.)

   b. Do "The Tree" exercise.

      Feel your roots growing in the earth.
      Feel your branches reaching out to the sky.
      Feel your leaves warming from the sun.
      Feel the energy traveling from your roots,
      through your trunk to your branches and leaves.
      Send the energy out to meet the other trees.
      Join together in shading and protecting the earth.

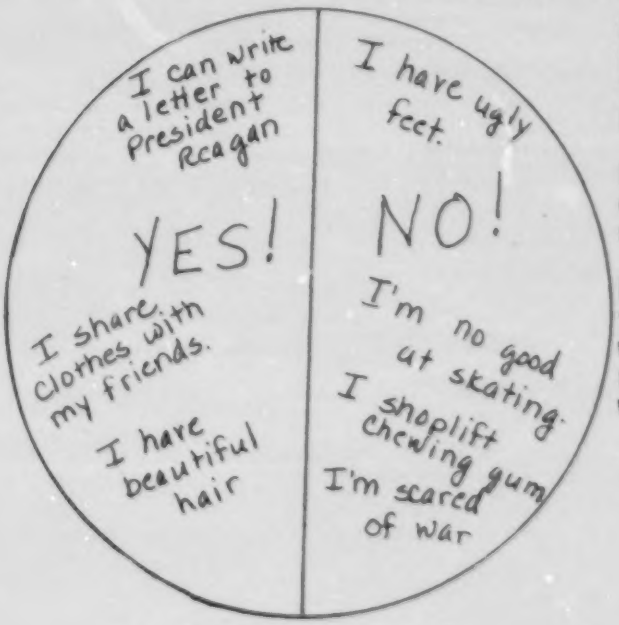
3. Singing: Some favorites are "Blowin' in the Wind," "If I Had a Hammer," and "Puff the Magic Dragon."

4. A simple period of silence after a difficult session can be perfect.

G. The Secret of Me

Suggested introduction for the following activities: We're going to spend the next period looking at ourselves: How, like trees and every other living thing, we have parts we like to show off in the light--and parts we keep secret, hidden. It's sometimes hard for me to admit to my hidden self: There were about 3 years when I was a teenager when I wouldn't smile because I thought my teeth were so weird and ugly (insert a similar personal item). Do you know, everyone thought I was super stuck-up and didn't like them--because I never smiled?

1. Yes and no: Objectives: The power of owning our negative sides; seeing that nobody's perfect. Materials: Either blackboard and colored and white chalk or large newsprint taped to board, felt-tip pens.


I can write a letter to President Reagan
YES!
I share clothes with my friends.
I have beautiful hair
I have ugly feet.
NO!
I'm no good at skating.
I shoplift chewing gum
I'm scared of war

Draw a huge circle with a YES! and a NO! Explain Yes!: The things we feel good about, that we like about ourselves and want other people to know about, to appreciate.

Explain No!: The things about us that are dumb or bad or ugly, that we want to keep secret and hidden.

Fill in a couple items on each side and ask for others. I'd suggest a daring: "C'mon, who's brave enough to admit to their hidden self? (and then be sure the first volunteer writes "brave" about him/herself).

2. True confessions: This activity is best within a small group, and is good for repeats at intervals as some folks take a couple of sessions to feel o.k. about speaking up. Within a circle each person is invited to 'fess up' to something he or she once did which they've never told anyone about. Example: I once was visiting a friend and accidentally burned a cigarette hole in her good sofa. I forgot to tell her about it when she got back from an errand, and then later I was afraid to, especially after she told me about it and how mad she was and thought it had happened at a party she'd given . . .

3. Power: This activity requires, and promotes, even more trust among participants than the preceding one. It too is best within a small group or, with older folks, in pairs. Each person in the circle is invited to tell about a) a time when you felt very powerful and b) a time you felt powerless. Encourage expression of feelings about these experiences by asking such questions as "and how did that feel?", repeating a phrase the person has just said, or observing a bodily reaction and asking him/her to exaggerate it (which intensifies the feeling state).

This activity can lead into discussions of how we experience our power:

--Where does your personal power come from? Do you have a place you go, a tree or chair? A place inside? A person? (Drawing, painting, collage would be a good follow-up here.)

--Do you have ways of calling up your power? (Here is a good time to introduce American Indian chants; or have a percussion instrument session. Ask--What's the difference between creating power on your own, and with a group?)

More activities that deal with the powerful/powerless dyad can be found in Unit VII.

Note! Remember to give strokes for participants' attention, and to stress how this unit is cooperative in that 1) I, the teacher, am learning and getting to express my feelings too and 2) what we find out together will help me and my co-workers make better presentations as we continue.

H. Rosie and Michael

This storybook by Judith Viorst is about two friends who accept the No! as well as the Yes! aspects of one another: "She likes me when I'm dopey and not just when I'm smart" . . . "Sometimes I'm climbing up a tree and decide that I'd rather climb down. But Michael wouldn't laugh. He is my friend."

We like using the story with young children as a lead-in to the Yes/No circle activity, or as a follow-up. Equally wonderful books on the theme of friendship are Arnold Lobel's Toad and Frog series, which are available in most libraries, and in paperback. T.A. for Tots has a chapter on this topic suitable for reading aloud.

Some points to ponder together:

1. Do you have a friend like Rosie or Michael?

   Think of your favorite person; all the ways you're alike . . . different.

2. Know anyone who just wants to be good/liked/perfect?
3. How does it feel to be around him/her?

   Do you think your friends/classmates just want half of you?

   What can we learn from sharing our negative sides?

3. How do we stop curselves from sharing?
4. Different things are good/bad, ugly/beautiful to different people; indeed, they change for the same person according to age,

mood, etc. What are some consequences of this? (See also Additional Activities section: Simon and Howe's Values Clarification.)

I. Suggested Homework Activity

If you could, what 3 things would you change about 1) yourself b) the world or others? Supply a lead sentence such as "If I could change anything I wanted . . ." or "If I had the power to change anything . . .". This activity could also be done using a poem format--see Kenneth Koch's Wishes, Lies, Dreams.

One way of looking at people's input is to make three categories on the board: Possible, Impossible and ?.

Possible	Impossible	?
be more generous	to be a twin	to be prettier
	to live in the 1800's	to do away with cars
		stop wars

Discussion questions:

1. Which changes can be brought about by just you?
2. Which changes require group action?
3. How might others be affected by these changes?
4. Are there any changes that certain groups might stop?

This leads into the next activity . . .

J. What Prevents Change? What Facilitates It?

Role-playing would be great here, with individuals supplying their own situations, both "personal" and "global." Another possibility is a Gestalt-flavored activity, with one or two persons acting as barrier, holding up a STOP sign and/or specific barriers such as ridicule, greed, laziness, fear,etc. Select someone to represent a new way of being--will they engage the barrier in dialogue? Attempt to crash it?

K. Partner Painting

Objective: to bring up the feelings around change. Materials: Tempera, brushes, water and large drawing paper arranged on newspapers. Introduction: Did anyone ever paint a picture with a partner before? Do you think it'll be easier or harder? More creative or less? etc. Give directions: Painters can alternate or paint at the same time. No talking until finished. Set a 15-20 minute time-limit and remind participants when 3 min. are left. Be considerate with materials, keeping brushes fairly clean; leader/teachers can assist by changing water.

This activity brings up a host of feelings. Some questions to prompt discussion:

1. Were you surprised by the results?
2. How did it feel to have your ideas changed?
3. Would you like to do this again?

Stress that it can be delightful and/or upsetting to have one's expected reality transformed (even if for the better!).

L. Group Story

Using an object to pass for the storyteller, such as a stone, the leader begins a story and after 2 minutes stops and passes the stone to the next person who continues the story. Go through 5-10 people. Use discussion questions above.

M. Group Poem

This can be done as a whole class effort, or in teams of four, with each person supplying a line. In the two following examples, the underlined words were supplied by the teacher.

I Hate to Admit It But I	Friendship
always listen in on the phone	a touch
never pick up litter	sharing secrets
sometimes throw my lunch away	a smile
still I think I'm o.k.	almost like being brothers

*N. Story Writing

*1. This is a good opener for a group to do with their classroom teacher before other activities. The assignment is to write a story in which you are the main character; the story takes place 10 (or 15, or 20) years from now. Remember to put in lots of details--what do you do about food? What is money like? Government? The natural environment? "A Day in the Life of_____" is a good standby plot.

*2. A possible followup activity for older folks, after work on this curriculum, is to design and write the front page of a newspaper for the year 1993 (or '98, or '03). If you're ambitious, a longer project could include comics, entertainment and want ad pages.

O. Songs and Poems

1. Bob Dylan's "Blowin' in the Wind" and "Masters of War"; Peter, Paul & Mary's "If I Had a Hammer"; Malvina Reynolds' "It Isn't Nice"; Phil Ochs' "What Did You Learn in School Today?" and "I Ain't Marchin' Anymore."

Xerox word sheets, listen to recordings, sing along. Paint or draw suggested images. Explore feelings brought up.

*2. Xerox and read aloud Robert Bly's "From the Teeth Mother Naked at Last" (can also be used as a hand-out and read and discussed the following day). See Denise Levertov's poems, especially in To Stay Alive, and Diane di Prima's Revolutionary Notes.

*3. Read and discuss poems of contrasting moods by the same poet. Gerard Manley Hopkins' "God's Grandeur" and "The Sea and the Skylark." The difficulties of sustaining both despair and hope . . . Also e.e. cummings' poems of cynicism, anger--and love and whimsy.

4. Nuclear war is not a slow and reversible process as past wars have been. Our lives could be forever altered in just one minute. Write a poem simply listing what is or could be going on at this moment, or within a minute's time. Here is a sample "right now" poem by a student from Watertown, Mass.

At This Moment

A young girl is blinking her eyes
A pigeon is dropping white onto a car window
Someone is getting stabbed
But nobody cares about them.

At this moment
A baby is burping
An old man is taking out his dentures
A Russian is setting his first foot in Afghanistan
But nobody cares about them.

*5. Another poetry starter is to ask students to name specific fears and questions about the nuclear arms race. Write phrases they use on the board. Students then write poems incorporating one of these.

IV. Other Activities

A. Play "The Ungame," a board game whose purpose is to elicit feeling responses. ("When did you feel the happiest?"; "If this were your last day on earth, what would you do?") Some children may just want to listen and think over the questions.

B. Tell personal accounts. A grownup's rendition of the times s/he was scared or angry and what s/he did about it can be the most effective teaching tool.

C. Use puppets or felt board for storytelling with preschoolers.

D. Make a class book of scary things: Each child draws one picture and dictates the title, a sentence or a whole story. Older folks might be more inclined toward other topics, such as "ambivalence" or "frustration." Ask: "What's a very scary thing that's happened to you, or that you've heard about?"

E. Body tracings: A young person or grownup lies down on a large sheet of newsprint and someone traces him/her with a felt-tip. S/he is then provided with ample time/space/crayons or paint to fill in his/her self-portrait. Ask them to color the places in their bodies where they feel power or energy. (In a back issue of New Age is an account of the authors encouraging young people to show where they felt their energies to be focussed/housed; the results corresponded to traditional chakras.)

F. Ritual: This is especially good for lifting spirits after a disheartening session. Make large drawings of a tree or trees without leaves and tape up on wall. Teach the chant: The earth the water the fire the air/Return return return return (repeated).

Leader asks participants to reflect on their hopes for the future and then to draw them as blossoms or leaves with pastels or felt-tips; the bigger the tree, the more impressive this activity.

G. Read Maurice Sendak's Where the Wild Things Are. Some questions:

1. What's exciting about the story?
2. Did it scare you when you were little?
3. What's scary about the book?
4. What's good and comforting about the ending?

5. What would you say to a smaller child who was afraid of the story?
6. Are there things you're afraid of now? What are some of them?
7. What do you say to yourself to reassure yourself?
8. What could you say to another person who was afraid of those things too? (From Day of Dialogue, p. 85.)

V. Extra Notes

A. Values Clarification

See Simon and Howe's book for many good exercises; especially consider "2 Ideal Days" p. 214. The relativity of values will probably come up in class discussions with older people, and can also be elicited: Who says what's good? Bad? How are "thrifty" and "cheap" evaluations of similar behavior; "relaxed" and "lazy"; "greedy" and "self-assertive"; "loyal" and "stubborn"?

*B. For Adults Only

Teachers, parents and other adults who care for children need support for their own feelings regarding nuclear issues. There are several excellent workshop leaders in the Bay Area for older students and adults; many of the techniques used are adapted from co-counseling classes, which are offered in most communities. The books of Fritz Perls are good for inspirational reading!

Outline of a Workshop Session

Some of these ideas were taken from a summer 1982 workshop at "a center to prevent nuclear annihilation" in El Granada, Ca.

1. Leader talks about the format of the workshop and also presents his/her philosophy for facilitating feelings work, including why s/he has found it to be helpful and necessary. S/he covers the guidelines for enhancing the depth of others' involvement, such as restraining from rescue (when someone's upset,

don't try to tell them it's not so bad, or not to cry) and talking about feelings without feeling them. The intent of the workshop is to elicit deep feelings without thinking about them, judging or justifying,etc.

2. Each person is asked to tell their purpose for being here and also something they love about their life.

3. Pair off; each person takes two minutes to tell their partner how they're feeling about the nuclear arms race.

4. Individual work in large circle. One of many possible openers is this statement: An atom bomb can spoil your whole day. Turn to the person on your right and say this with full concentration. They pass it along, and so forth.

5. If possible, split group in half with 2 leaders. Each person answers these questions: a) Can you remember a time when you acted powerfully? and b) Tell about a time when you felt powerless.

6. What are you willing to do/what do you intend to do about nuclearism? What kind of support do you need to do this?

END UNIT I

UNIT II

WHAT MAKES AN ENEMY?

Outline

I. Introduction to Teacher

II. Exercises

UNIT II

WHAT MAKES AN ENEMY?

> *"The arms race is a race with our shadow. We can never outdistance the fear of that part of ourselves we have projected onto others: Americans on Russians, Jews on Arabs, Protestants on Catholics, whites on blacks."*[1]

I. Introduction to Teacher

We've compiled the following exercises because we believe that the Good Guys vs. the Bad Guys dichotomy sustains the arms race in a sometimes subtle, invidious way. We want to examine our perceptions of "the enemy." How do individuals create/see enemies? How as a nation have we established (and, in our own generation alone, redefined) "the enemies"?

Other activities in the curriculum relate to this area--please do reinforce the connection for students. In reading Sadako and the Thousand Cranes, ask -- Was Sadako our enemy? And in the Webbing and Food Chain activities of Unit VI, point out the immutability of natural enemies. Foxes are natural enemies of rabbits. Does that mean the fox is "bad"? What is an enemy, after all?

Consideration of the differences between humans' and other animals' diets (and habitats) could be illuminating: People choose to eat lettuce--milk--chickens--in a way that other animals do not select diets. Are people enemies of vegetables? Of livestock? (Don't carry this topic too far; it's easy to stir up guilt in

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[1]"Mo-Tzu Project" by Marlow Hotchkiss.

young children about their eating habits or the accidental squishing of bugs. That isn't our purpose here.)

You might also bring up the reverence that many primitive peoples have for their food: The rituals surrounding a hunt, a meal, plant gathering,etc. The hunter acknowledges the life force of the animal, transforming hunter from enemy into co-evolving being, in the eyes of some.

II. Exercises

A. "We have met the enemy, and he is us." Pogo. Write this quote on the board and ask: What does this mean? Do you think Russian or Chinese children are afraid of war? How do you think they see us? How does that feel? etc.

B. Do the "Yes and No" and "True Confessions" activities from Unit I. We've all done things which can be construed as "bad." Does that mean we're bad? Point out that when a student misbehaves, your response is to the action, not the person--to what s/he is doing, not to whom they are. This could be a good time to talk about forgiving--both others and oneself.

C. Read The Stranger by Kjell Ringi. Some discussion questions:

1. What makes people afraid of someone who's different?
2. How does a common danger bring people together?

Ask class members to recount personal experiences.

D. It's important for children that you help them make a distinction between governments and their people. Few American citizens knew about the development of the A bomb, or the decision to use it against Japan. While the level of a German citizen's awareness of the World War II death camps is a controversial issue, certainly most young people who weren't victims were ignorant of what was going on.

A simple statement is enough: Governments often decide to do things whether their people want them to or not, or whether they know about them or not. That's why we need to know as much as possible so we can choose people for government who will carry out what we believe is right and good. And that's why when governments do things that seem or are harmful, we must remember that it's only a small number of people in that country who make the decisions. The majority may be against it, or may not know about the issue and its consequences.

E. On the matter of defense: Most people in the world don't want to have a war and die. Why then are they voting for money to make more and more nuclear weapons? What would make you want to collect weapons and keep them in your house or hideout? Fear? . . . Fear of an enemy? . . . What might the enemy want? . . . Would it make you feel safe to know your enemy too was piling up more and more weapons; or would you feel less and less safe? What are some other ways to get rid of an enemy? (Ask for examples from school or neighborhood.)

F. On treaties: Would you trust your enemy to throw out or destroy all his/her weapons if you agreed to do so too? How could you check up? The U.S. and Russia have a similar problem: It's hard for us to be sure that we'll both stop making bombs just because we promise to do so. We can use satellites to check on some weapons, but not all. Could a neutral party help? etc.

G. In the areas of language arts or social studies, you could have fun creating activities which deal with stereotypes and generalizations. Using books, magazines, slides and movies would be really worthwhile here! For example: All 2nd graders are_____. Is there <u>any</u> adjective which is appropriate for all? (maybe "less than 5 feet tall"). Try:

All mothers_____.

All Russians are_____.

Some Russians are_____.

Approach it as a class poem:

All Russians are Russian.
Some Russians speak English,
some speak French or Tagalog.
Most live in Russia,
some in Australia or Italy.
Some Russians have dark hair,
some are blonde
(and some are even bald).
There are tall Russians,
short ones, slender and BIG.

The "Day of Dialogue" curriculum describes an excellent activity on stereotypes of Russians--see p. 103.

END UNIT II

UNIT III

PEACE AS A PROCESS

Outline

I. Introduction to Teacher

II. Suggested Introduction for Conflict Resolution and for Class Discussion

III. Instructions to Teachers for Setting Up Role Plays

IV. Some Suggested Role Plays

V. Other Activities

UNIT III

PEACE AS A PROCESS

I. Introduction to Teacher

Most children know about the technology, strategy and process of war. They have heard how adults apply the "survival of the fittest" theory to human social behavior, justifying many forms of competition. Children are introduced to competitive games and sports at an early age. We want children to experience the active process of peacemaking; the process of working within a group to solve a problem, to reach consensus, to achieve a common goal.

We want to stress that anger and conflict are natural elements of life. Children should be encouraged to express anger and to face conflict, using communication skills. If children, as well as adults, can say what they feel and listen to what someone else feels, they can begin to find common ground for reaching a compromise or agreement.

In our society competitive strategies filter into children's play and work. If they do not have alternative examples for problem solving, they may use manipulation or violence to get what they want. Since children have nearly unlimited creative potential, given suggestions and opportunities, they are amazing in their inventiveness.

Approach these activities with an open mind. Provide a lot of guidance for children in activities where they must develop or learn new communication skills. All of us have less experience with exercises in cooperation and group processes than in more traditional competitive activities. Children use their

parents and teachers as models for how to express anger and other feelings; how to fight; and how to resolve conflict. They will express what they have learned in the suggested role playing activities. It is important for you to provide strong and clear examples of how to use the problem solving methods we describe. Since children are less rigid than adults, they can learn new behaviors and begin to create new models and methods for themselves.

Let the outcomes of these activities be a surprise to everyone!

II. Suggested Introduction for Conflict Resolution and for Class Discussion

Define conflict: fight, problem, disagreement; two people or ideas opposing each other. (Use the definition most appropriate for your age group and solicit definitions from the class.)

Discuss with students the following ideas: Conflicts will always come up in your life--with friends, parents, and teachers. There are also conflicts inside countries like the U.S. and conflicts between countries like the U.S. and Russia. We are going to think about ways to solve problems that are nonviolent and that please everyone involved.

You still get angry, even when you know how to solve problems. It is natural to get mad and to show your anger. It is also possible to get really mad, fight with words and then solve your problem.

Ask the students to describe some times in their lives when they have become really angry. List them on the board. Ask students how they usually express their anger. List these on the board in 3 main categories:

A. Outward Physical or Verbal Expressions (with your body or words)

B. Turning Inward, Withdrawing (stop speaking or relating to a person)

C. Talk it Out, Communicate (this step could follow a physical or verbal fight or a period of silence)

Discuss the results of each way people express anger. The usual results of outward physical or verbal expression is going through the anger like a tunnel to a calmer place. If you are violent with your body or words, you may lose a friend. The relationship may also survive a big fight.

If you turn inward with your anger or try to bury it, it may erupt later like a volcano or you may become depressed. You may lose your friend or form a more distant relationship.

If you talk it out, you will probably get over your anger and, by talking and listening to your friend (teacher or mom), you may become closer.

Now let's begin to role play some of these conflicts and solutions.

III. Instructions to Teachers for Setting Up Role Plays

A. Set up a mood or atmosphere in the room of a serious audience watching serious actors. Children inexperienced at acting and observing often become excited about being on stage and watching their friends enact familiar situations. This enthusiasm is wonderful. It can also become counterproductive if students don't accept the roles they are assigned and if the audience takes the role play as a joke. The role plays can be very humorous and still be learning experiences for participants and observers. Set a serious mood by making a real stage area and audience area (as well as possible in your classroom). Impress upon the actors that they must adopt the role they take and really become that person. Instruct the audience to accept the actors as the people they represent.

B. Give instructions for the actors very clearly and carefully so they are not "lost." If you and an assistant can enact a role play as an example before students begin, it will help to set a mood for the activity.

C. Use situations suggested by your students for some of the role plays. They will have lots of ideas.

D. Introduce the following basic rules for resolving conflicts:

1. Each person will have a turn to state how she sees the situation and her feelings while the other person listens.

2. The listener states what she heard the other person say. There is no discussion allowed here. The speaker may only correct statements that the listener misunderstood.

3. Each person has a turn to state what she wants. The listener responds with "Yes, I will," "No, I won't," or "Yes, if . . ."

4. Then both people must focus on reaching an agreement that will please both of them.

Note: A simpler way to state this for younger children is

1. Say what you feel and what the problem is.

2. Say what you want.

3. Focus on finding an agreement that pleases both of you.

E. In some role plays you may use a mediator. The role of this person is to be an objective observer who makes sure that each person sticks to the process of working out the problem. When one person feeds back what she has heard, she simply states it, though she may disagree with it. People should begin sentences with "I," not "you."

The people in conflict need to realize they are separate beings; one will not be able to force the other to become like herself. We are each unique beings who can learn to live with differences and disagreement in peace.

IV. Some Suggested Role Plays

A. Two characters: Sue is feeling left out because she was not invited by Kay to go with a group of their friends to the movies. Both are sitting at desks side by side. Kay asks Sue if she will do her a favor. Sue explodes saying, "Why should I do you a favor when you didn't even invite me to go to the movies the other night? I thought we were friends." Kay gets angry, too, saying, "You always act so cold, like you're better than all of us." They fight verbally for awhile.

First ending: Sue and Kay part, vowing not to be friends anymore. Have the class brainstorm about how they could have worked things out differently.

Second ending: Use the conflict resolution process and the suggestions of the class to have Sue and Kay find an agreement that allows them to continue to be friends.

1. What is the problem and how do you feel about it?
2. What did you hear the other person say?
3. What do you want? What will you do that the other person wants?
4. What agreement can you make together?

Here are some common issues that emerge in upper elementary grades among peers. They are good potential role-playing situations.

1. There are often groups or cliques who oppose or compete with each other.
2. Students tease each other about their appearances.
3. Males and females oppose and tease each other.
4. People talk about each other behind their backs and keep secrets.

B. Two characters: Mom interrupts the TV program Max is watching saying, "Please do the dishes now. I asked you to do them an hour ago." Max refuses, "I hate doing the dishes and I want to watch this now." They continue to fight over the issue.

First ending: Mom sends Max to his room, unhappy. The dishes are not done and Mom is unhappy. Have the class brainstorm about how they could have solved the problem differently.

Second ending: Use the conflict resolution process and suggestions of the class to reach an agreement that pleases Mom and Max.

Here are some common issues that emerge at home.

1. A sister or brother disturbs your room, your things.
2. Your parents set limits you don't like.
3. You feel your parents are doing something more for a brother or sister than for you.

*C. Eight characters: 4 staff members of a school and 4 students. The students want to change a rule that does not allow them to go off campus to a corner store to buy food during lunch. They have asked to come and speak their case at a staff meeting. Students begin by stating angrily what they want. The staff responds angrily, telling them there is no way to change the rule, the kids are too young to make such decisions, and besides it is too dangerous for them to cross streets.

First ending: The kids leave mad and upset.

Second ending: Replay using a mediator and/or the conflict resolution process.

*D. Debate between the U.S. and U.S.S.R. This role play needs preparation using the Nuclear Facts Unit. Students need to know some basic facts about the arms race and the relationship between the U.S. and U.S.S.R.

Four characters: Two representatives of the U.S. and two from the U.S.S.R. State the problem: We both have many highly destructive nuclear weapons aimed at each other. How do we insure world peace? The 4 people get into a verbal fight, accusing each other of being untrustworthy.

First ending: They get nowhere and withdraw from negotiations.

Second ending: They go through the conflict resolution process, possibly with mediators from Switzerland, a country who has remained neutral through all the World Wars. They must find a compromise solution.

E. For very young children some alternative activities are to make faces; get up and show how you get mad without hurting anyone (i.e. stomping, hitting the wall, yelling); role play in partners fighting over a toy and then talking about how to share.

V. Other Activities

A. Bring in a news article, story or picture about conflict. Have a general discussion based on the material that reinforces the conflict resolution process. Questions you might ask are:

1. What is the conflict about?
2. What does each character feel?
3. What does each character want?
4. If you were their mediator, what would you do?
5. What do you see as possible solutions for this problem?

B. Use boffers to fight with. They are completely padded and you can hit as hard as you want, below the waist.

C. Do an art project about anger. Each person draws herself being angry and then shows the picture to the group, explaining it.

You can provide the round center of the sun on a bulletin board. Distribute triangular pieces of paper for rays of the sun. Children draw their angry picture on the sun ray and then pin it near the sun. You can look at all the rays together to see how everyone gets angry.

D. Do an art project about peace. Begin by discussing what peace means to each child. Place several round flower centers on a bulletin board. Distribute flower petals on which children may draw their idea of peace or write words, a poem, or story. Pin the petals on the flowers and discuss the peace flowers.

E. At P.E. or recess time, substitute noncompetitive games for the usual ones. (See Bibliography for New Games' and Terry Orlick's titles.)

F. Read William Glasser's Reality Therapy and institute a magic circle on a regular basis. He provides a great problem-solving model which gives students and teacher(s) equal power in choosing solutions--and dealing with their consequences.

*G. Practicing getting what you want: This exercise is designed both to inspire participants to change their worlds, and to walk them through what's involved in doing so. Help the class choose a school or home issue: Longer lunch breaks, relaxed dress code, curfews.

Then ask students to tell all their ideas for getting what they want, in terms of what they might do. List them on the board. Discuss each solution in terms of:

1. Time and effort
2. Possible compromises you might have to make in exchange for what you want

3. Possible negative effects (punishment, people angry at you)
4. Possible positive effects (getting what you want, people appreciate your action)
5. Problems that might come up (costs)

H. Discuss the model of negotiating the conflict so both parties win (Win-Win), as contrasted to the usual Win-Lose (or Lose-Lose) outcome. Use that model whenever you can in classroom life, e.g. when Jake finally returns Brian's eraser, it's a Win-Win. Keep a chart and plan a class treat when they've cooperatively produced a set number of Win-Wins.

I. There's a great game which can teach cooperation in a manner akin to a Zen koan. It's called "The Kisses Game" and is described in the ESR Day of Dialogue pp. 128-129.

J. Look at "Creative Conflict Solving for Kids" (listed in Bibliography). It was written for grades 5-8, but many of the activities can be adapted for four- to eight-year-olds.

END UNIT III

UNIT IV

HISTORY OF NONVIOLENCE

Outline

I. Introduction to Teacher

II. Storybook

III. Terms

IV. Milestones in American Pacifism and Nonviolence

V. Three Stories

VI. Further Activities and Projects

UNIT IV

HISTORY OF NONVIOLENCE

I. Introduction to Teacher

Our objectives for this unit are : to clarify that the two basic responses to conflict are 1) the use of violence 2) the use of cooperation or negotiation • to show how these modes of responding reflect two ways of being in the world, of regarding and acting toward others and oneself • to explore how our educational system and culture expect and propagate the use of violence • to question why the lengthy, respectable and successful tradition of nonviolence in the world and the U.S. is generally ignored except for isolated tributes to Martin Luther King and Gandhi • to acquaint participants with the historical use of nonviolence in effecting social change • to provide activities for nurturance of nonviolent sensibilities.

II. Storybook

A. Introduction

To teacher: There are several ways you might incorporate the following story into your peace studies. First, we certainly hope you'll duplicate the story so that each student can read it and illustrate pages. We've come up with three followup projects, the third one especially for older, more capable students.

B. Story

1. Write a storybook of your own. Or just make a list of the bad things that have happened to you or that you've done, and another of the good things. How does it feel to read them to yourself? To share them?

2. Find arguments on human aggression. Is it human nature to fight? Is it human nature to make peace? Can these skills or values be taught and learned? How?

*3. Investigate the values implicitly taught by your textbook: Use a class history or social studies book, or borrow one from the library. On a sheet of paper make two headings:

War	Peace (this includes peacemaking, cooperation and nonviolent protest)

Start anywhere in the book and read a few pages. Then go back and fit the events onto your paper.

(A similar project can be carried out with a Time or Newsweek magazine--we recommend this one for work with adults as well as older children. Ask: Why is peacemaking generally ignored? Why does war get all the attention? What are some effects of this uneven treatment?)

To students: This is a storybook about peace and war; some of the pages are for you to illustrate. I'd like for us to read it together and then talk about it. Some topics will be 1) Can you think of someone to share this story with? 2) What do you like/dislike about it? 3) If you were the author, how would you change it or continue the story?

Nonviolence and war have existed side by side for as far back in time as we know.

They are the two basic ways of responding to conflict.

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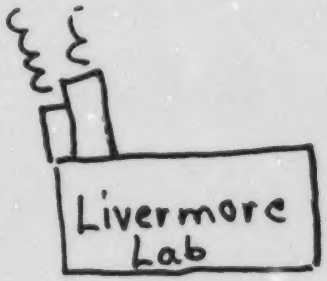
Sometimes you work things out,
and sometimes you fight.

The same is true of countries.

They work to make peace, and they work to make war.



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The usual way of looking at history, though, is battles and wars.

It's as if you remembered your life, and told about it, by all the bad things that have happened to you.

Imagine showing friends photos of all those bad things—yuk!

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History of Earth

Born 20,000 million years ago

Rome at constant war ~ 100–200 B.C.

Bubonic plague in Constantinople
10,000 die ~ 542

2/5 of Europe's population dead
of the plague ~ by 1400

France uses gunpowder to invade
Italy ~ 1494

Ivan the Terrible conquers
Astrakhan ~ 1550

European countries take over
the African continent ~ 1800's

Five million Jews killed by Nazis
~ 1940's

Amazon forests being stripped of trees
~ present

Many animal species in danger of extinction
~ present

History of Irene

Born ~ June 1975

Measles ~ Oct. 1979

Fights with brother ~ 1980
to present

Bad cut on shoulder, 20 stitches
~ March 1981

Flu ~ Sept. 1981

Shoplifts candy ~ Oct. 1981

cat's run over ~ Dec. 1981

granddad dies ~ April 1982

has to move & leave friends
~ Jan. 1983

bad grades in spelling ~ Feb. 1983

Think about it. How does remembering
and sharing the bad stuff make you feel?
Peaceful & strong? I bet not.

When I think of my 35 years
in terms of car accidents & broken bones
& getting in fights ... being lost on hikes
and losing my money on the bus

it makes me feel upset & junky.

Here I am —

with awful things happening

(How many awful things can you show?)

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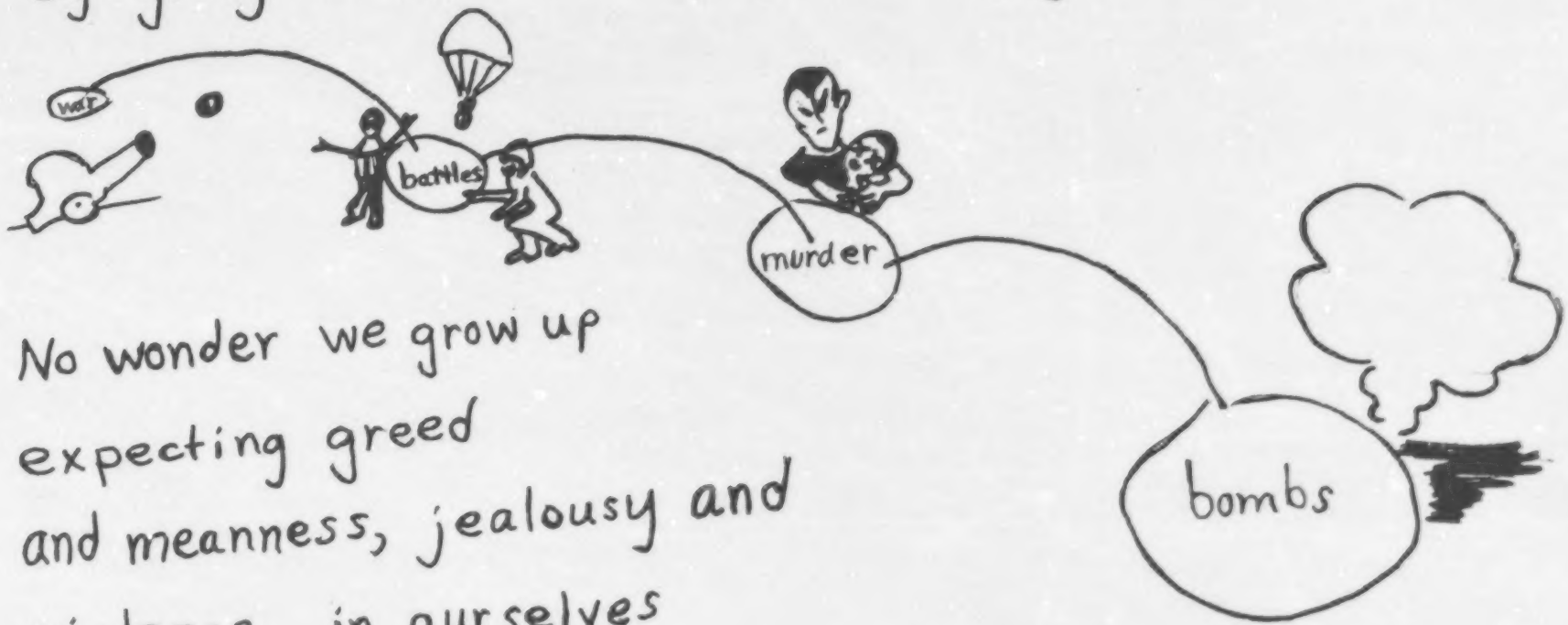
But... just about every history book we know
tells our life story as humans
by going from one awful thing to the next.

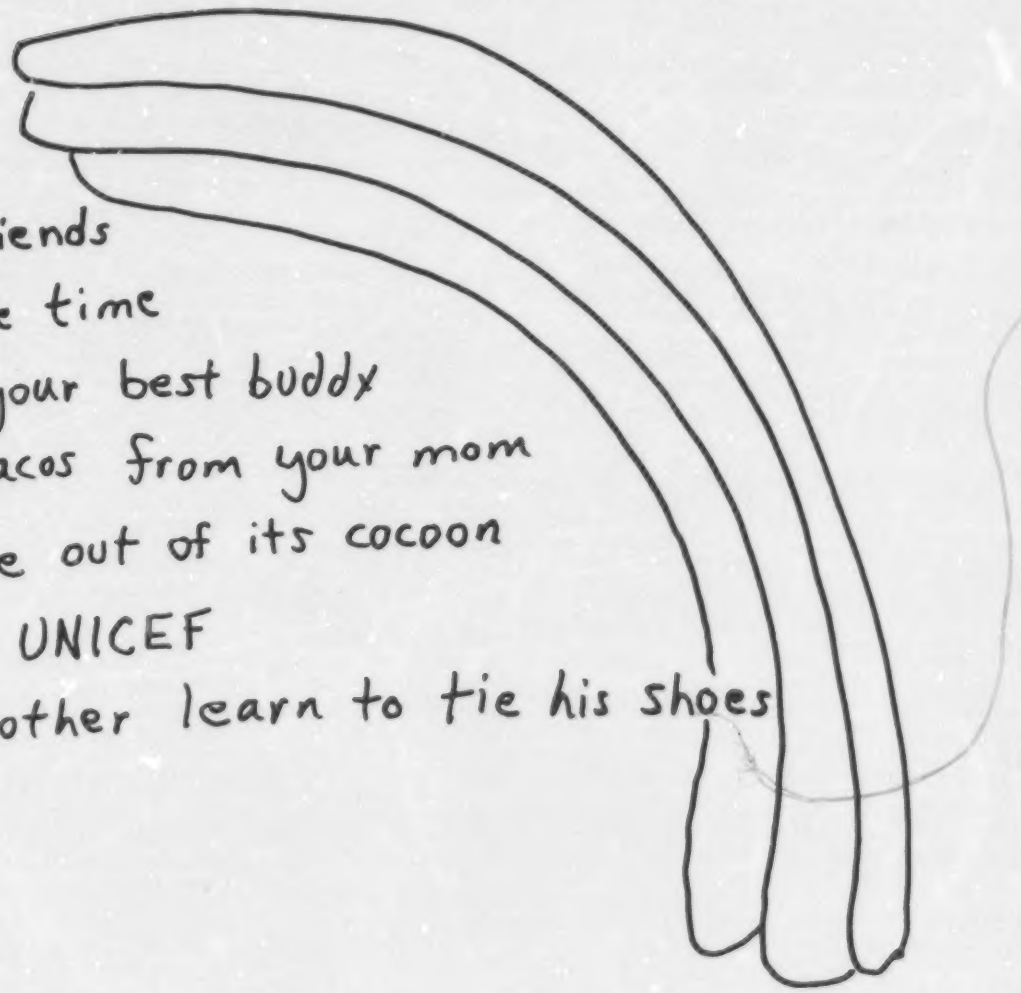


No wonder we grow up
expecting greed
and meanness, jealousy and
violence in ourselves
in people around us
and among nations.

Even from those who are
gentle & generous
we hear
= It's only human to fight."

What do you think?

We aren't saying the bad stuff didn't happen.
But— how about all the wonderful magical
rainbows



birthdays
breaking up fights
sharing your lunch with friends
being healthy most of the time
building a go-cart with your best buddy
learning how to make tacos from your mom
watching a moth come out of its cocoon
collecting money for UNICEF
helping your little brother learn to tie his shoes

Thinking about them
puts you in touch with

your power

to change

to grow

into the wonderful being you are

(Draw a picture of yourself on this page.)

In the same way, knowing about all the special peace-making efforts of people all over the world

reminds you to look for that way of responding to conflict

and even help it to grow.

Here are just a few:

Indians & non-Indians are making speeches, writing articles & camping out on Indian land to stop the U.S. Government from grabbing the land.

People make movies to show how bad war can be.

Americans travel to Russia to talk with the people there & share ideas & hopes for peace.

Every Tuesday night, some college students at Sonoma State meditate together & pray for planetary peace.

Students & families sell peace buttons & bumper stickers & give the money to groups who teach about non-violence.

III. Terms

A. Introduction

These vocabulary words are for upper elementary, and for adult reference. After reading over and talking about the terms (do students know anyone who practices nonviolence? what are some examples of civil disobedience?) you might present perhaps seven of the terms with their definitions scrambled on the same page and ask students to match them up as a group activity (choose ones which are readily distinguishable). Other ideas are to scramble the letters within each word; or to write a story with blanks, having the words and their definitions available to select from. Another series of lessons would be to present a news story and analyze it with these terms; then ask students to bring in examples and practice labeling them. We are grateful to James Haskins' Resistance for some of these definitions.

B. Terms

1. Boycott--a refusal to buy certain products or deal with businesses which discriminate against or take advantage of a group. The practice was named after Captain Charles Boycott, an English land agent in Ireland who in 1880 was so cruel in evicting his tenants that his employees refused to cooperate in any way with him or his family. That is an example of a social boycott. The black people in Orangeburg carried out an economic boycott by refusing to buy from stores which discriminated against blacks. Another economic boycott was the recent refusal to buy non-union lettuce so that agribusinesses would agree to fair payment of farmworkers led by Cesar Chavez.

2. Civil disobedience--nonviolent action which openly breaks the law and is polite and disciplined. Someone who does this is ready to go to jail rather than obey a law s/he feels is unjust.

3. Civil rights--the rights to which a state's or country's citizens are entitled by law, such as the right to assemble and the right to vote. The civil rights movement worked to get black people the same rights as others in the U.S.

4. Conscientious objector--a person who disobeys the laws of a government, especially those making military service an obligation. This resistance is based on religious beliefs or because s/he feels killing is wrong.

5. Hunger strike--a person voluntarily goes without food to change the attitudes of people by appealing to their consciences.

6. Non-cooperation--the refusal to obey commands or laws. Examples: Refusing to disperse from a demonstration; refusing to pay taxes; refusing to obey prison routines.

7. Nonviolence--the large group of actions intended to gain social justice without moral or physical injury to other humans.

8. Pacifist--someone who doesn't believe in the use of violence in any circumstance. Someone who is nonviolent can still believe in the use of violence in special cases, such as self-defense. Some pacifists work for social reform, some do not.

9. Passive resistance--refusing to respond physically or verbally to violence against oneself. A passive resister lets a police person drag him/her from a protest.

10. Sit-in--Protestors sit down quietly and refuse to move.

11. Strike--workers refuse to do their regular jobs. Students refuse to attend classes in order to gain certain rights.

12. Walkout--at a prearranged time, workers leave their place of employment in order to change pay or working conditions.

IV. Milestones in American Pacifism and Nonviolence

1635, 1637
Roger Williams and Anne Hutchinson banned from Massachusetts. Founded Rhode Island, where it was recognized that the personal conscience is a higher law than laws made by governments.

1640 on
Quakers and other pacifists refuse to pay war taxes or serve in army.

1648-1665
Quakers whipped, jailed and killed for their belief in the Inner Light. King Charles of England stopped the persecution after petitioning.

1680's on
Quakers support American Indians' rights.

1700's on
Quakers come out against slavery and by 1780 Pennsylvania and other states abolish slavery within their borders.

1776-1865
Members of peace churches refuse to fight in the Revolutionary and Civil Wars. Some tolerance by northern states during Civil War, but still unfair and sometimes violent treatment.

1828
American Peace Society formed to educate people and influence government to disarm and to establish a world court (accomplished 1899).

1838
New England Non-Resistance Society founded to promote radical social change without violence. Many women as well as men involved.

1846
Henry David Thoreau jailed for refusing to pay taxes, some of which would go to U.S. war with Mexico and help slavery. Wrote "Civil Disobedience."

1847
League of Universal Brotherhood founded to educate working people on peace issues and to unify peoples of the world. Branches in U.S. and Europe. Led to League of Nations and U.N.

1850-1920
Women organized to gain voting rights, fair job treatment and fair divorce and inheritance laws. Picket the White House, refuse to pay taxes, educate the public and call strikes.

1869-1886
Knights of Labor initiate passage of labor reform legislation.

1917
American Friends Service Committee founded to do social and economic work.

1923
War Resisters League begun. Counsels draft resisters and does anti-war education.

1950's
Ban the Bomb movement.

1956
Montgomery bus boycott successful.

1960
Student Nonviolent Coordinating Committee founded; organized sit-in and voter registration in the South.

August 1963
March on Washington --200,000 people-- leads to passage of Civil Rights Act.

1967
Draft cards burned and returned. Blockades of induction centers. Teach-ins protesting Vietnam War.

1975
California farmworkers win right to vote for union of their choice.

1977
Clamshell Alliance blockade of Seabrook Nuclear Power Plant.

June 20, 1983
International Day of Disarmament: blockades of nuclear power plants and weapons labs; educational work; peace circles.

Present
Resistance to American military involvement in El Salvador and other Latin American countries.

V. Three Stories

A. Introduction to Teacher

The following three stories form part of America's nonviolent heritage. We hope they generate children's interest in the social issues, and lead to an appreciation of how very recent equal rights and labor laws are. We would suggest that you point out to students the merging of personal and public life in these figures and in all those who strive to change their society by nonviolent means. Also, try pursuing the concept of education (teaching and learning) as a nonviolent tactic--an active political process.

Another area which merits discussion is the clarification of what is meant by violence. Is it bloodshed and killing only? We hope you bring your students to an understanding of how low wages, dangerous working conditions, discrimination etc. are violent acts--as are name-calling, bullying and pilfering. We, the authors, see violence as something that hurts. Talking about the Golden Rule might be one approach to this topic.

In closing, the Day of Dialogue includes some excellent general discussion questions on civil disobedience--page 189. The discussion questions are intended to open up new areas, so please don't stay confined to the stories or historical facts.

B. Discussion Questions

1. The Story of Martin Luther King, Jr.
   a. Why do you think black and white children went to different schools when Martin Luther King was a boy?
   b. What would you do if someone of a different race whom you knew asked you to march with them in a nonviolent demonstration for fair treatment?
   c. What do you think "love will win the battle" means? Do you agree?

2. The Story of Women Garment Workers

   a. From reading this story, what do you think a sweatshop is? A union?

   b. Why do you think the women and children workers were treated so badly?

   c. How would you feel if your teacher treated all the boys better than all the girls (or vice versa)? What would you do about it?

3. The Story of Cesar Chavez

   a. Would you want to be a farmer? Name some good and some difficult things about such work.

   b. Why do you think boycotts work?

   c. Do you think reading/hearing this story will change the way you see things?

C. Stories

1. Martin Luther King, Jr.

Once there lived a boy named Martin Luther King, Jr. He lived with his mom and dad, his brother and sister in Atlanta, Georgia.

His dad was a minister. Martin listened to him preach about God and love in church, Sundays.
Around him Martin saw things that made him wonder.

Children of the black race and children of the white race went to different schools.

Why?

Why were some restaurants, some drinking fountains for blacks--and some for whites?

While he was at college, Martin decided to become a minister like his dad. He went to school for many years. Then he married Coretta Scott, and they moved to Montgomery, Alabama.

About a year later a black woman named Rosa Parks did something that made her famous.

Not only famous in Montgomery--but in all the United States. It also marked the beginning of Dr. King's career as a great leader.

Mrs. Parks was on her way home from work. She was very tired. She got on a bus and sat down. Then, a white man got on and the driver told her she had to get up so the man could sit.

No, she said. No. A policeman arrested her and took her to jail.

With Dr. King's support, a boycott was called. For a whole year, black people in Montgomery didn't ride buses.

They walked and carpooled to get places. The bus company didn't make very much money.

All this time, Dr. King preached to his congregation and talked with groups all over the city.

The laws were wrong, he said. Blacks must break the laws in order to change them. But--and this was the very most important thing--they must not act in hate, but with love in their hearts.

Like his hero Gandhi, Dr. King believed in non-violence. They both insisted on struggling only with with peaceful methods. Marches, speeches, sitdowns, fasts--these were their weapons.

Finally the U.S. Supreme Court ordered Montgomery buses to let black people sit anywhere they liked.

Dr. King and others who believed as he did went to other cities in the South.

They told people the laws were wrong. They urged black people to eat at white restaurants, and white people to go to black restaurants. They asked them to sit together on buses and trains.

School children joined the demonstrations and marches. They were arrested along with grownups.

Martin Luther King had a dream, he said. Everyone would be free some day, no matter what color his or her skin. Love would win the battle.

Some people were angry at Dr. King's ideas. They wanted things to stay as they'd been.

One of these people shot and killed Dr. King. Although he died before he could see his dream come true, many others share that dream. They are working to change the world, and help it grow into its most perfect way of being.

2. The Women Garment Workers' Struggle for Fair Treatment

In the mid 1800's there were many women and children in large cities living in tenements and working in sweatshops for starvation wages.

In mill towns, girls and women worked 12-13 hours a day, 6 days a week making cloth.

There were many machines that made heat, lint and noise. The women and children were often sick.

In 1828, 400 women in a mill town walked off their jobs. This was the first strike by women in America.

Newspapers such as Factory Girl, the Factory Girls' Album, and Voice of Industry were the beginning of the American labor press. The articles told workers to protest the unfairness of the factories--the unclean air, long hours and low pay.

But it was hard to protest--the workers never seemed to have enough time, money or energy.

In 1881 the Knights of Labor--a national union for all workers--allowed women to join. The union asked for an 8-hour day, an end to child labor, health and safety rules.

It was women garment workers who started sit-down strikes. They would stop sewing and stay at their machines until a conflict was settled.

Slowly the International Ladies' Garment Workers Union became a powerful force.

There was a big strike of 20,000 people for 13 weeks. They picketed the factories and educated the public about how bad the working conditions were. Some of the strikers were beaten and jailed, but they stayed non-violent. Women who had lots of money gave some to help.

Although the workers didn't get permission to have a union, they did get better wages and also inspired women all over the country to fight nonviolently for fair treatment.

Recent labor triumphs are Chicanas' victory against Farah Plants in 1972-73. They won maternity leave without loss of seniority. And in San Francisco and New York, Chinese women who sew in factories have joined the ILGWU to win fair treatment.

The unions still must work hard so that women are paid as much as men in the same jobs, and so that all workers feel safe and happy in their jobs.

3. Cesar Chavez

Cesar Chavez grew up on his family's farm in Arizona, playing and working hard. He and his family were called Mexican-Americans rather than Americans because his grandfather had come to the U.S. from Mexico.

When Cesar was ten, in 1937, the family farm was taken away because they couldn't pay their taxes. This happened to many farmers. They went to California as migrant workers.

Migrant work is like slavery.
You have to go where crops are ripe.
You work long hours without rest and in hazardous conditions. You have to live in crummy shacks.

Often, migrant workers are cheated of their low pay. Mexican-Americans especially get bad treatment because sometimes they can't speak English very well. Also, if they aren't U.S. citizens, they're afraid to make trouble because they might get sent back to Mexico.

Bad as conditions are here for migrant workers, they are much worse in Mexico.

Stoop labor: Pickers had to bend over all day. Cesar and many other men and women have injured backs for the rest of their lives because they had to work like this.

Cesar began working only in vineyards. He became skilled and had year-round work.

In World War II, he joined the Navy. After the war, he and Helen Fabela were married. Once, when they were at the movies in Delano, Ca., they were told to move from the Anglo to the Mexican-American section! Cesar protested, and they were finally kicked out.

Cesar wanted to change the lives of farmworkers. He wanted them to be treated fairly. Since many workers were afraid they would lose their jobs if they asked for fair treatment Cesar organized English language classes so the Mexican workers could pass U.S. citizenship tests. He also worked to register voters, so workers would be able to change things legally. Cesar was now working full-time with the Community Service Organization. Many of the books about him say he was very shy and it was hard for him to speak at meetings. Still, he believed in what he was doing and many others did too. It became easier and easier to speak out for justice.

When he was thirty-five, he and his family moved to Delano and began organizing the San Joaquin Valley workers. They lived in a tiny house. Always, Cesar took only a small salary and lived simply, among the farmworkers.

The National Farm Workers Association was begun. Cesar and others traveled around the valley, signing up members. The dream of a community of farmworkers, helping one another, became real.

HUELGA! STRIKE! The first farmworkers' strike was to support a group of Filipino workers who were striking. The UFWOC was formed.

Cesar consistently preached and practiced nonviolence. He quoted from Gandhi and corresponded with Martin Luther King. They were his heroes--their pictures hung on his office wall.

Some farmworkers got impatient and angry with how long it was taking them to change working conditions. Some of them were hurt when they were on strike. They wanted to get even. Cesar absolutely refused to approve of violence.

In 1968 he decided to go on a hunger strike to protest the farmworkers who were urging violent action. He stayed in an abandoned gas station for twenty-five days. Hundreds of people visited him. The windows were painted with bright designs. There was music and lots of talk. Cesar made his point: There would be no violence.

After five years of strikes, the farmworkers still hadn't won fair treatment. The wealthy landowners wouldn't sign contracts with them.

So in August, 1967, the farmworkers called a boycott. All over the country, people and stores and restaurants were asked to show their support for the farmworkers by refusing to buy or eat table grapes.

The boycott worked. On April 1, 1970, the UFWOC signed the nation's first table grape labor contract with David Freedman & Co. and the Wonder Palms Ranch.

Finally, farmworkers began getting better housing and wages, rest periods during the day, some sick pay, and schools for their children.

The fight isn't over. Once, when Cesar was speaking about the time it would take to convince grape growers to negotiate contracts with workers, he said "The rich have money, the poor have time. Nosotros venceremos!"

VI. Further Activities and Projects

A. Free-write: Incomplete story. Provide a story opener, such as "I was walking down the street and saw a kid jumped by two others. They threw him down and started beating him up. I didn't know any of them and . . ."

B. Soldiers for Peace: This proposal is that both the U.S. and Russia send 100,000 of their young people to live in the other country for one year. These might be draftees or volunteers, whose presence would help guarantee that neither country would attack the other. The student-volunteer-hostages would be involved in a work/study program during the year. For more information: Taylow Morris, c/o Soldiers-for-Peace, 46 Union St., Peterborough, NH 03458.

C. Pick a particular field such as art, science or sports and study the lives of persons who were rebels: Those who took unpopular stands because of personal beliefs. Current figures or issues include the Olympics boycott and Bill Perry, the man who quit as public relations head at Livermore Labs.

D. Study the United Nations: Its history, ideals and reality.

E. Study the Nobel Peace Prize: Its conception and recent awards.

F. Peace ribbon: People around the country are working on 18" by 36" double thick lengths of muslin to be joined end to end. "Some of us want to tie a ribbon around the Pentagon. Some of us want to tie a prayerfully, lovingly created ribbon around that brick building, to remind our nation that we love the earth and its peoples."

G. Play "It Isn't Nice" sung by Malvina Reynolds. Pass out xeroxes of the words and discuss. Other good songs are Bob Dylan's "Masters of War" and "Blowin' in the Wind," "If I Had a Hammer" by Peter, Paul and Mary, and the songs of Phil Ochs and Pete Seeger.

H. Media violence workshop: Discuss TV and movie westerns, kung fu and crime shows. How are problems solved in these films? What are the attributes of a hero? What would someone from another culture assume about Americans based on viewing some shows? How about toys and video games? TV commercials? (It's recently been reported that the fast pace alone of TV commercials contributes to aggressive activity in children.)

I. Show the film short "The Big If": 9 min., color, 16 mm, animated. What would happen if tanks turned into tractors, grenades into chickens and uniforms into dresses and shoes . . ?

*J. Send for C.O. packet from Peace Resource Center, Pyle Center Box 1183, Wilmington Ohio 45177, $3.

K. Xerox and read aloud Susan Griffin's "I Like to Think of Harriet Tubman." Find out about her life--see biography section in library. Can students write a poem about Martin Luther King, Jr. or another celebrated nonviolent hero/ine? Begin with "I like to think of . . ."

L. Discuss nonviolence as a way of life. How would your life be changed if you replaced every violent action or reaction with a peaceful one? What if suddenly everyone around you and yourself became more beautiful, or healthier, or richer, with every peaceful action--and the opposite happened each time they did something violent. Remember Pinocchio and his nose . . . What's the payoff for being nonviolent? Violent?

*M. Xerox and discuss the following statement by A. Harvey: "Thoreau was required by law to pay a tax for the support of the Mexican War: He thought payment would make him an agent of injustice, and said the best response to such a law is to 'transgress it at once.' From that simple situation the term civil disobedience was born."

*N. Ask for a speaker from the War Resisters League, the AFSC or another peace organization.

*O. Obtain a copy of L.A.G.'s blockade handbook. Use it for reading or spelling lessons . . .

END UNIT IV

UNIT V

WAR AND NUCLEAR FACTS

Outline

I. Introduction to Teacher

II. A Second Grade Teacher's Introduction to Discussing and Looking at Pictures of War in Her Classroom*

III. A Presentation of Nuclear Facts to a Primary Grade Classroom*

IV. Hiroshima Facts and Activities

V. Sadako and the Thousand Cranes*

VI. Why Are We in this Problem? A Teacher's Explanation to Her Classroom*

VII. Chronology of Events in the Nuclear Arms Race

VIII. Some of the Facts: Sad Facts/Happy Facts

IX. Resource Facts for Teachers

X. Resources

XI. Economics Projects

* Dodd, Joan, "Unit on Nuclear Disarmament for Elementary School Children," 1982.

UNIT V

WAR AND NUCLEAR FACTS

I. Introduction to Teacher

This unit presents the harsh realities of past war and a possible future nuclear war. We do not recommend this material for children K-3 unless you and their parents decide they are emotionally and intellectually able to handle some facts. Children of parents who are peace activists often know war and nuclear facts and concepts. They and other children may be expressing feelings and asking questions which parents and teachers want to respond to rather than ignore. Parts of this unit may be appropriate for these and other aware children.

Children in upper elementary grades are often very curious about "how many" (bombs, missiles, weapons); "who has the most, the biggest, the best"; and graphic details about what happens if a bomb drops. Some children may be more eager to discuss these facts than to express feelings, especially in a group. We encourage you to intersperse "feeling" activities with studying facts so that children do not learn to hide feelings from themselves and from friends.

We also strongly encourage you to end any fact sessions with an empowering activity from Unit VII. The facts can give a sense of hopelessness. If you and your class are feeling overwhelmed at the end of a session, choose an appropriate art activity or a project which helps you to think about changing what you don't like.

*This entire unit is considered starred.

II. A Second Grade Teacher's Introduction to Discussing and Looking at Pictures of War in Her Classroom

There have been several wars since your parents were born. All of them killed men, women, and children who were not soldiers, as well as animals, plants, and trees. All destroyed cities, towns, buildings, houses, and countryside. World War II destroyed the most. Not every country in the world was involved in the fighting, but nearly all of Europe was, and Asia, and the United States. (Show areas on globe or wall map.) The U.S. was mainly fighting Germany, Japan, and Italy. No bombs or fighting ever went on in the U.S., except in Hawaii when Japan dropped bombs on our ships in Pearl Harbor. That was before Hawaii became a state.

We used to have air raid drills at school just the way you have fire and earthquake drills now. One kind meant we had time to go home, if we lived within three blocks of school, and a friend who lived too far away could come with us. That was the most fun. War seemed very far away then. The second kind meant there was no time to go home and we all went to the basement. A teacher sang songs for twenty minutes while we giggled with our backs against the wall. The third kind was just like our earthquake drill and we dropped below our desks. That was more scary. At home we had blackout curtains to hide the lights in our houses, in case enemy planes flew over the city at night.

We thought it was exciting to see all the men in uniform. We sang lots of songs and many new people came to our house from all over the United States. Some had escaped from Europe and some had been in the fighting. My father and uncles were in the Navy and my mother went to the Army hospitals to give art lessons to some of the soldiers who had gone crazy from what they had seen and done in battle. The really terrible things about war were hidden from me until the war was over.

Most of you see a lot of television. How many of you have seen fighting going on? It is hard for us to think of these fights as real because most of them are pretend and people have become very good at making all kinds of pretend things look real. When the show is over, we don't usually think about it anymore and besides there's nothing we can do about it. It is not a good idea to look at violence and think it doesn't matter. Today I am going to show you some true pictures of World War II and I want you to study them carefully and share with us what you think is happening and how you feel about them. You can also ask any questions that occur to you. (Show 3 major selections from the following books):

World War II by Ronald Heiferman

The Second World War by Winston Churchill and Editor of Life for Young Readers

Life's Picture History for World War II

Discussion Questions:

A. What do you think is happening here?

B. Pick one picture that you are most interested in and write two statements telling what it is about and one telling how you feel about it.

C. Each child has a turn to share her picture and one statement about it. S/he may also receive feedback from the group.

III. A Presentation of Nuclear Facts to a Primary Grade Classroom

"How many of you have heard of the nuclear arms race? What does that mean to you? Have you heard your parents discuss it at home? What kinds of things have they said about it? How does it make you feel when you hear about it? You all know what a race is . . . what about an arms race? . . . Arms means

the same thing as any kind of weapon like a gun, knife, or bomb. What does nuclear mean? It usually means the center part of matter--that stuff you can touch, living or not living, such as a part of an animal, a flower, or a rock. Everything is made up of something called atoms and each atom has a center or nucleus. If you split a nucleus in two you call it fission. The nucleus is held together by such a strong force that when it is split it gives up a huge amount of energy and heat that is a huge explosion. This makes what they call an atom bomb. At the same time, a lot of invisible particles called radioactivity are released into the atmosphere. The sun gives off radiation all the time, but we are protected from it by a layer of gas called ozone very high up in the atmosphere. Some radiation is necessary for life. We all get a little when we have X-rays taken of our teeth or broken bones. But too much can make all living things very sick and sometimes die. Radiation can change the inside of cells so that they don't grow correctly and become cancerous. Then the cancer cell grows crazily and takes over the healthy cells. So in a nuclear explosion, living things that don't get killed or hurt by heat, and falling buildings, and blast can get sick and die of too much radiation at the time, or years later. The first atom bomb was dropped on Hiroshima and Nagasaki, cities in Japan, in 1945 by the United States. We had been at war for 4 years and some people thought that the war would have gone on much longer with many more lives lost than in these 2 atomic bombs. Some people think the Japanese government was ready to stop just before we dropped the bombs. Over 100,000 people were killed from the heat and blast and thousands more have died over the years from radiation. Since that time, 7 years later, the H or hydrogen bomb was invented. This bomb can be 1 to 3,000 times more powerful than the atom bomb. It is made by forcing two different nuclei together with enormous speed and heat. The heat is equal to that of the sun or a star, at

least 10,000°F to 25,000,000°F or more. In a hydrogen bomb, the fusion sets off a fission and can keep setting up an endless chain reaction between more fissions and fusion causing any quantity of heat and blast that you can imagine.

It is important here that you know how nuclear power plants are different from nuclear bombs. The nuclear reaction is controlled by huge long rods in water tanks in towers and the heat and radiation go into the rods instead of exploding into the atmosphere. The water is heated up so much, it turns into steam and makes the engines go around to make electrical power for our cities, houses, and factories. It doesn't make any air pollution at all like oil and gasoline. The fuel that is used for fissioning atoms is uranium. It is found in the ground and taken to special factories where the pure uranium is separated out of the rock. (If you have it, show the children some uranium ore.) After awhile the rods get so radioactive that they cannot be used any more and they have to be stored somewhere safe where they won't hurt anyone or anything. This is very, very expensive and the government and power plants haven't found the best way to do this yet. Many people think that a fusion power plant is the answer to all of our energy problems because we are using up all of the oil and coal in the world and they cause so much air pollution. Unlike fission, the fusion power plants would give very little radioactivity. It may take more than 100 years to be able to make fusion plants because of the great heat they would make which would need insulation from the environment.

I have talked to you about some very difficult things to understand. Most grownups don't understand them very well. You should know a few more things about World War II before I read you a true story about a little Japanese girl who was a baby during that time. During wartime the government keeps its plans secret from the people so that the enemy won't find them out ahead of time. The American

people didn't know about the atom bomb before it exploded. In Germany, some of the people didn't know the Nazi government was killing 12,000,000 people in concentration camps. Half of those were Jews whom the Nazis decided were the enemy. Some of the people hid Jews so the government couldn't take them away. In one camp, the Nazis were killing 40,000 people a day. We only have 17,000 people in the whole city of Albany. The important thing here to understand is that governments often decide to do things whether their people want them to or not or whether they know about them or not. That's why it is our job to know as much as possible so that we can have a choice in voting for our ideas and the people to carry them out in the government. Governments have good and bad parts to them just as people do. The question for you today is: "What has been the most painful thing for you to hear and understand today? (Discuss and write comments on board.) Draw a picture of the most painful thing for you. Write what was the most painful thing for you and why."

IV. Hiroshima Facts and Activities

A. Show a picture of the bomb. Read a selection from Children of the A-Bomb or (a shortened version of) the woman survivor's story on p. 162 of the Day of Dialogue. An alternative activity would be to show the 10-minute slide show "Children of Hiroshima."

B. Provide facts about Hiroshima. Nuclear weapons have been used only twice on people: On August 6, 1945 the United States dropped a bomb on the city of Hiroshima, Japan. On August 9, another bomb was dropped on Nagasaki. Over 260,000 people died from the explosion; countless others died and are dying now from the bombs' radiation.

The two nuclear bombs dropped in 1945 were atomic bombs. Each had the force of 15,000 metric tons of TNT. Ten years later, the first hydrogen bombs were made and tested. They had the explosive force of 1,000,000 (one million) tons of TNT: One megaton.

All the bombs dropped by the U.S. on Germany and Japan in World War II add up to two megatons. Today just one of the larger nuclear warheads of the U.S. or Russia is 10 times as strong.

C. Discuss what the above means.

V. Sadako and the Thousand Cranes

Read story in 3 parts. Answer any questions the students may have about each part. "The 'bomb disease' is leukemia. The radioactivity changed the way that white blood cells reproduce themselves or make more of themselves, so there are too many of them and not enough red blood cells. We can feel dizzy and weak for many reasons and it hardly ever means that we have leukemia . . . Do you think Kenji should have told Sadako about his knowledge that he would die? Why do you think the nurse spoke so harshly to him?

Did you feel that Sadako was your enemy? Remember what we said about the difference between governments and their people. Sadako hadn't made war on the United States just because she was Japanese. Our government took all the Japanese people in the United States and put them in camps during the war. They lost their jobs and homes. Most of these Japanese people were Americans and didn't want to make war, but our government was very scared and didn't trust them. War does not pay any attention to whom is killed or hurt. In a song about the War between the States in the 1860's there is a part of the song that goes 'A cannon ball don't pay no mind, If you're gentle or if you're kind, It don't think of the folks behind, All on a beautiful morning.'

Draw a picture of what has been the most painful part of the story for you. Write a sentence telling what it is and why." Allow time for sharing feelings.

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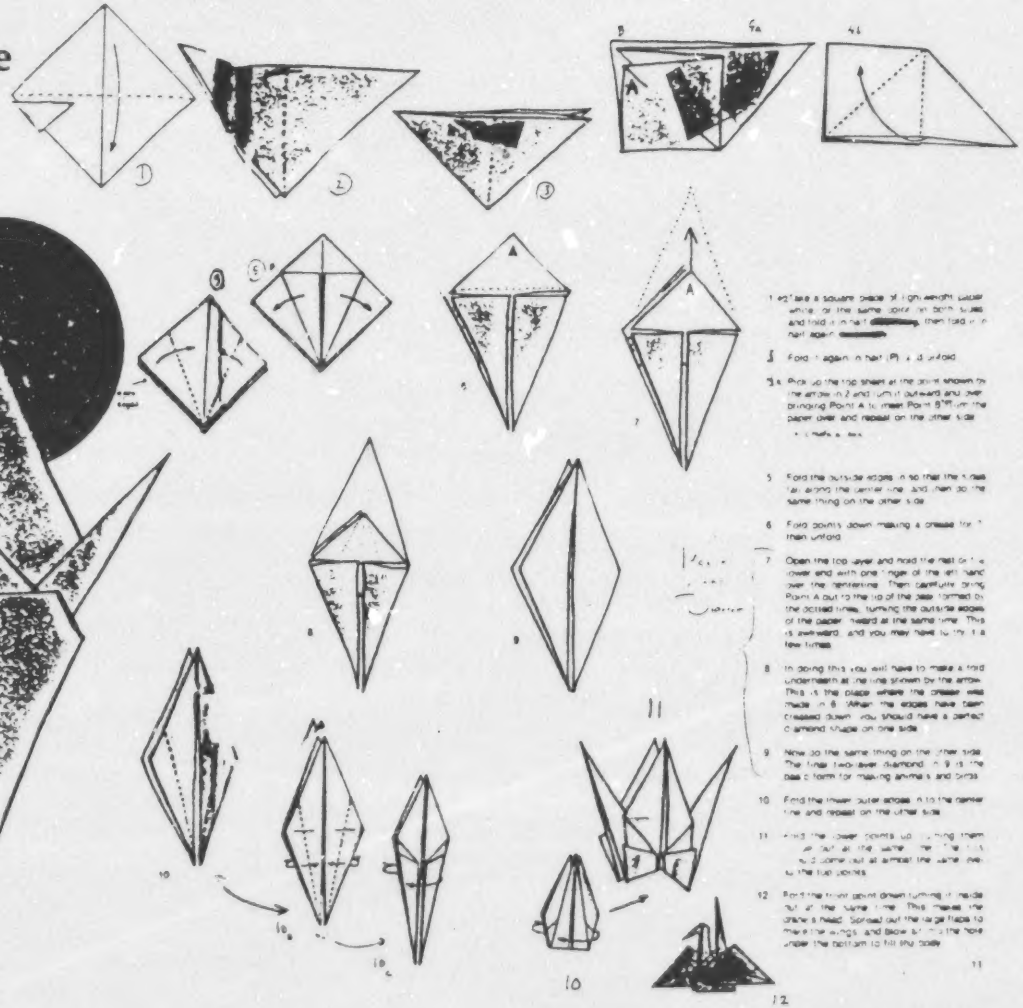
The Story of the Peace Crane



A Japanese tradition holds that anyone who folds one thousand paper cranes – orizuru – will have a heavenly bird devoted sadako sasaki. Only a young girl when the atom bomb exploded over Hiroshima in 1945 knew of the fervent but never had a wish powerful enough to fold the 1000 origami cranes until ten years after the war's end. Then, after a lifetime of normal health, she fell ill with radiation sickness. Her remaining days were spent in a hospital.

From her bed, Sadako set out to fold a thousand orizuru as a prayer for peace. At first it was easy enough, but as the illness grew worse each fold became an immense labor. When she died in flesh, she had been able to complete only a few. Her friends folded the rest, so that one crane and said in [illegible] for peace on their wings and [illegible] all over the world.

[illegible] Sadako Sasaki became widely known, much like the girl, Anne Frank, became known in Europe and America. Others took up her unfinished task.

Since her death millions upon millions of orizuru have been folded, especially by the children of Japan. Recently, in 1958, on Children's Day, folds from there have come from all parts of Japan to Hiroshima's Peace Park, including blizzards of orizuru up to the tower where a statue of a young girl who died from the poisoning stands surrounded by these folded paper prayers. The children mourn the deaths of the [illegible] from newborn [illegible] to fortunate to die of radiation illness, three years after the blast – and vow to join the hibakusha survivors of atomic warfare in fighting a world that will choose the way of peace. At the foot of the Hiroshima Tower, in the midst of the paper cranes, the words are carved: This is our cry, this is our prayer, to establish peace in the world.

Today, in the FOR national office, there is a strand of 1,000 colored orizuru. It is one of ten such strands that were folded and sent out in a box by a young woman in the environmental work for [illegible] and social justice. After the march, she gave them away, keeping the paper and on each day remembering Sadako Sasaki and all the children who have died in war and the [illegible] we [illegible] in our own time to live so that others may live and [illegible] for each person may find the lightness and beauty of the crane that rises so gracefully on the wind.

Richard Deats

1 and take a square piece of light weight paper white or the same color on both sides and fold it in half [illegible], then fold it in half again.

2 Fold it again in half (P) and unfold.

3 & Pick up the top sheet at the point shown by the arrow in 2 and turn it outward and over, bringing Point A to meet Point B. Turn the paper over and repeat on the other side.

4 [illegible]

5 Fold the outside edges in so that the X axis lies along the center line and then do the same thing on the other side.

6 Fold points down making a crease for it then unfold.

7 Open the top layer and hold the rest of the lower end with one finger of the left hand over the centerline. Then carefully bring Point A out to the top of the base formed by the pleated lines, turning the outside edges of the paper inward at the same time. This is awkward, and you may have to try it a few times.

8 In doing this you will have to make a fold underneath at the line shown by the arrow. This is the place where the crease was made in 6. When the edges have been creased down, you should have a perfect diamond shape on one side.

9 Now do the same thing on the other side. The finished two-layer diamond, in 9, is the basic form for making animals and birds.

10 Fold the inner outer angles A to the center line and repeat on the other side.

11 Fold the lower points up, turning them [illegible] at the same time. The [illegible] and come out at almost the same level as the top points.

12 Fold the inner point down turning it inside out at the same time. This makes the crane's head. Spread out the large flaps to make the wings, and blow a little into the hole under the bottom to fill the body.

VI. Why Are We In This Problem? A Teacher's Explanation to Her Classroom

"None of us wants to have war, even people who are making all the missiles, bombs, and nuclear warheads, and nuclear submarines. Why do you think many people in our country and the government might be voting for so much money to be making more and more nuclear weapons, if they don't want war? What would make you want to pile up a lot of rocks or weapons around your house or club? . . . Fear? . . . Fear of what? . . . What kind of enemy? . . . What might the enemy want? How would you think you might best get rid of this enemy or scare your enemy away? If you had enemies on your playground or on your block, how would you handle the situation? Would it make you feel more and more safe to know that you and your enemy were piling up more and more weapons, or would you feel less and less safe? Well, you see, the Soviet Union and the United States governments (remember that word government . . . The people who are leaders and their laws . . . not many of us know any Russian children or families) have not trusted one another ever since the last World War even though they fought together on the same side. There are times when each of them feel the other wants to have the most power and that they will do anything to get it. Right now we have about 30,000 nuclear warheads and the Russians have 20,000. How many do we have altogether? . . . Right, 50,000. Four thousand nuclear bombs could already destroy the whole world. The ozone layer in the atmosphere, which screens out the harmful ultraviolet rays of the sun, would be destroyed by nitrous oxide gases from the bombs. Humans, animals, and plants would receive acute burns if they were in the sun only a few minutes. All animals and humans not wearing sunglasses would be blinded. This is called 'overkill.' The billions of dollars the world spends on armaments every two weeks could solve the whole world's hunger, health, and housing problems.

There is no way we could survive a nuclear war, in my opinion. Even if there were a few survivors, the water and air would be so contaminated or ruined by radioactive fallout, people would get leukemia and cancer later. Some of our leaders believe we could survive . . . that is, some of us in places away from the bombings . . . and win a nuclear war. We think one big problem is that they are using an old fashioned way of thinking about the old kinds of wars, but they're using nuclear weapons, which don't behave like old fashioned weapons. I believe that we're dealing with weapons so great that human beings can't handle them and that they will be used unless we get rid of them. The Russians and Americans are a little like 2 children sitting in a pool of gasoline, each holding a match. If either one lights up, they'll both blow up!

I think our hope is in the stupidity of nuclear war. There won't be anything to win, so why fight? When we think about these things, it makes us think about why very smart and intelligent leaders and lawmakers are behaving this way. For me, it seems that the biggest reason is fear and mistrust of the other government, just the way you might feel about another class who told you they were better and bigger than you and would destroy you, if you did anything they didn't like.

Smaller countries are now inventing the bomb,too. The biggest problem we share is fear and mistrust. How can we be sure, if we stop making bombs, and take apart the bombs we have, that the other nations are going to do the same thing? How would we ever be able to police one another to be sure that we are all following the same rules? We have satellites now that orbit the earth which take pictures and can detect where and how many nuclear weapons are being made. We also have seismographs which detect earthquakes and underground explosions which tell if any weapons are being tested. The President of the United States and the Premier of Russia are trying to talk about lowering the number of weapons we have but neither seems interested in stopping making new types at this time.

The nature of deterrence or preventing war is called Mutual Assured Destruction or MAD which is supposed to keep any nation from wanting to start a nuclear war. Our nuclear laboratories are now designing new nuclear weapons which are not detectable. These are called 'first strike' weapons and some military people hope that the other nations' weapons could all be knocked out before they could strike back, with all their weapons. At this time the estimates or guesses would be 20 million dead in either nation from these weapons."

VII. Chronology of Events in the Nuclear Arms Race

Distribute and read over the listing. When on the time-line were the students born? Yourself? Do the students remember reading about any of the bomb testing or hearing discussions at home?

August 6, 1945:	U.S. drops first atom bomb on Hiroshima, Japan.
August 9, 1945:	U.S. drops a larger atomic bomb on Nagasaki, Japan. 95% of the population hurt by either the blast or radioactive fallout.
September 23, 1949:	Russia tests an atom bomb.
October 3, 1952:	Atom bomb tested by Great Britain.
November 1, 1952:	First hydrogen bomb exploded by U.S.
1958:	Explosion of nuclear waste plant in Ural Mountains in Russia; people develop radiation sickness and the land is poisoned.
February 13, 1960:	France explodes its first atomic bomb.
October 30, 1961:	Russia explodes a larger bomb.
October 16, 1964:	China tests its first atomic bomb.
May 18, 1974:	India explodes its first atomic bomb.

September 22, 1979:	Israel is reported to have exploded an atomic bomb.
1980:	First Trident missiles in the U.S. fleet.
August 9, 1981:	U.S. decides to build neutron bombs which would destroy only people, not buildings.
August 13, 1981:	Russia decides to develop neutron bombs.
1982:	U.S. bombers equipped with long-range air launched cruise missiles.

Students can find news articles to add to this. History is happening now.

VIII. Some of the Facts: Sad Facts/Happy Facts

Sad Facts	Happy Facts
A. Today U.S.A. has over 30,000 nuclear bombs and Russia has 20,000.	A. In June 1981, a poll of Americans asked if we should meet with Russia to reach agreement on nuclear disarmament: 80% yes, 13% no, 7% don't know.
B. A 20 megaton bomb exploded in a large city would create a fireball 1½ miles in diameter with temperatures of 20 to 30 million degrees F. Everything on, above, and below the earth in this area would be vaporized for 6 miles in every direction from the center.	B. In fall 1981 over 2 million Europeans demonstrated against U.S. and Russian nuclear weapons.
C. 1945--U.S. dropped an atomic bomb on Hiroshima, and then on Nagasaki. Over 260,000 people died from the explosion and thousands more died from radiation poisoning as years went by.	C. In fall 1982 the Nuclear Weapons Freeze passed in California and other states.

Sad Facts	Happy Facts
D. SALT II was never agreed upon and the talks were discontinued after the Soviet Union invaded Afghanistan.	D. SALT Talks--Strategic Arms Limitation Talks: SALT I was agreed on by U.S. and Soviet Union and these talks were a first step in communication and toward world peace. SALT I limited Anti-Ballistic Missile Systems.
E. The U.S. was the only no vote in a United Nations vote to ban all nuclear testing (111 to 1).	E. Start talks proposes a limit of 5,000 on the total number of warheads stationed by each country.
F. President Reagan continually increases spending on military projects and cuts spending to help people.	F. In June 1982 over a million people demonstrated against nuclear war and weapons in the U.S.
G. After an all-out nuclear war dangerous levels of radioactive fallout would cover all of the American urban areas and about 75% of the rural areas.	C. There is a Farmworkers Union because of the hard work of Cesar Chavez and many Chicano people.
H. New cruise and MX missiles cannot be detected and are therefore more dangerous than previous weapons.	H. There is no more whaling allowed in the world because many people in different countries demanded that whales be protected.
I. Cesar Chavez has called a new boycott against Inglenook Wineries because they are using non-union workers in order to pay smaller wages.	I. 1950's and 1960's: Black people gained rights for all minority peoples by marching and by breaking unfair laws.

Sad Facts	Happy Facts
J. Four of the nations in the International Whaling Commission--Finland, Peru, Japan, and Russia--are protesting the ban on whaling.	J. After a peaceful demonstration and over 600 people being arrested, Diablo Canyon Nuclear Power Plant has not reopened.
K. The Ku Klux Klan has become very active in Contra Costa County in the last few years, harrassing black people and destroying their property.	

IX. Resource Facts for Teachers

A. New Weapons

Cruise missiles are launched from a bomber and fly great distances at very low altitudes hidden from radar; they are very accurate. They are small, computerized airplanes with a nuclear warhead 15 times as strong as the Hiroshima bomb. As many as 20 of them can be launched from one B-52 bomber. The Boeing Corporation is under government contract to build 3,400 cruise missiles at a cost of $4 billion.

The MX is a mobile missile system. The plan is to build 200 missiles, each carrying 10 or more nuclear warheads. The missiles will be kept moving around in an area of 10,000 square miles in the southwest. 4,600 concrete shelters would be built to hide them. This system would cost $100 billion.

Creations of cruise missiles and the MX make it even more difficult to stop the arms race. First of all, they are designed to be used as "first strike" weapons; they could wipe out military targets. So, a country might be tempted to use them to begin, and win, a war. Another reason these weapons make governments

less likely to stop building bombs is that they're really hard to detect. So, a country can say they think another country has lots and lots of the weapons, and scare its people into feeling they need to build more. It discourages people from wanting their countries to make peace treaties together.

B. Effects of a Nuclear War

In a "small" nuclear war, more than two million people would be killed in the U.S. (One million from the U.S. were killed in the Civil War, World Wars I and II, Korean and Vietnam Wars combined.)

Deadly fallout would be carried by winds to most parts of the world. The blanket of ozone which surrounds the earth and protects us from the sun's ultraviolet rays would be destroyed. People would not be able to go outdoors, many crops would not grow. Food and water would be contaminated.

Radiation illness is caused by radiation attacking the cells in the bone marrow which make blood. People lose their hair, have burns, and cannot defend themselves against infections. Even the people who survive radiation illness are forever injured. They suffer from permanent emaciation, crippling and constant pain. Damage to reproductive organs results in sterility, or genetic defects in babies.

Cancer would probably develop. It starts when a single particle of radiation hits a cell's nucleus; the cell then begins multiplying like crazy.

Discuss these facts: Would there be enough doctors or hospitals to treat the victims? How is this a different death than the one we would naturally experience?

X. Resources

A. "Acceptable Risk?" is a presentation of 160 color slides, a 36 min. cassette tape, script and study/action guide. Goes step by step through the nuclear fuel cycle, considering the human impact. Shows connection between nuclear power and weapons; discusses alternative energy sources. Rental is $5.00. Available through the Wilmington College Peace Resource Center, Pyle Center Box 1183, Wilmington, Ohio 45177 or from American Friends Service Committee, 2160 Lake Street, San Francisco 94121.

B. In Your Hands: A Citizen's Guide to the Arms Race by Kitty Mattes. $2.00 a copy from Parents for Peace, 140 West State Street, Ithaca, NY 14850.

C. Nuclear Madness by Dr. Helen Caldicott.

D. Children of the A-Bomb: The Testament of the Boys and Girls of Hiroshima, compiled by Dr. Arata Osada, published by Putnam's.

E. The Abalone Alliance's newspaper It's About Times.

F. "Children of Hiroshima," a 10-minute slide-tape. Rental $12.00 from CEASE, Peggy Schirmer, 17 Gerry Street, Cambridge, MA 01238.

G. "How Does a Bomb Work?" (pp. 148-158), Day of Dialogue or Nuclear War: What's In It For You?", published by Ground Zero.

H. The Hundredth Monkey. Reading aloud this paperback by Ken Keyes Jr. over a semester's time is a wonderful way to explore the nuclear issue as a group. It provides facts, gives emotional arguments and is full of great quotes. His aim is to de-program us: He urges change in consciousness from us vs. them to us and them. Good, clear discrimination between not liking a person--and not liking certain of their actions. Inspiring and empowering!

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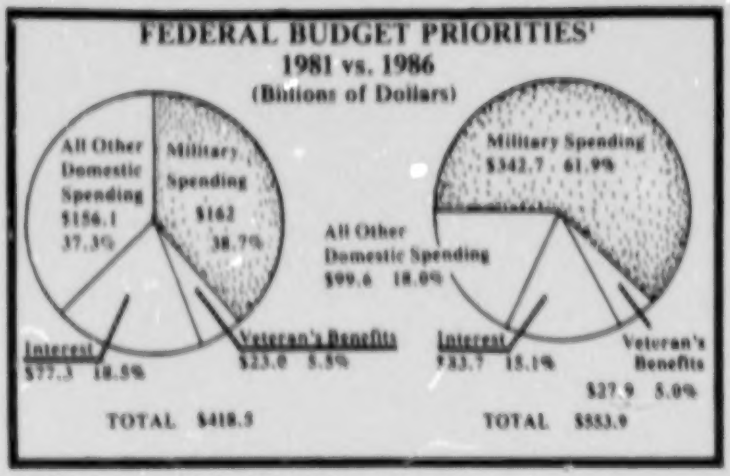
YOUR TAX DOLLARS

What are you paying for?

. . .the largest peacetime military buildup in U.S. history. Reagan Administration budget plans call for a massive redirection of federal spending priorities, from social programs to the military.



REAGAN ADMINISTRATION BUDGET PLAN

	1982	1983	1984
Social Programs Cut	35 - 40 billion dollars	30 - 40 billion dollars	44 billion dollars
Military Budget Rises	44 billion dollars	33 billion dollars	34 billion dollars

President Reagan wants to spend 1.6 TRILLION DOLLARS on the military over the next five years.

THE EQUIVALENT OF 36.5 MILLION DOLLARS PER HOUR!

Who foots the bill?

1981 Tax Cut for Family of 4

Income	*% Cut*	*$ Cut*
$ 10,000	1.1%	$ 113
$ 15,000	2.2%	$ 333
$ 20,000	2.7%	$ 544
$ 30,000	3.6%	$1079
$ 40,000	4.2%	$1697
$ 50,000	5.1%	$2570
$ 60,000	5.7%	$3423
$100,000	6.9%	$6872

Source: San Francisco Chronicle 7/30/81

California, recipient of a large share of this military spending, will lose at least 68,000 jobs as a result of the increased military budget.[2] This $1.6 trillion will cost the average family more than $20,000 in income taxes over the next five years.[3]

In contrast, by 1986 when the Reagan tax cut is fully phased in, corporate tax will account for only 6 to 7% of federal revenues, as compared to 11% in 1981 and 23% in 1960.[4] As the chart above indicates, it is no longer a secret that the Economic Recovery Act of 1981 was designed to benefit wealthy individuals and large corporations.

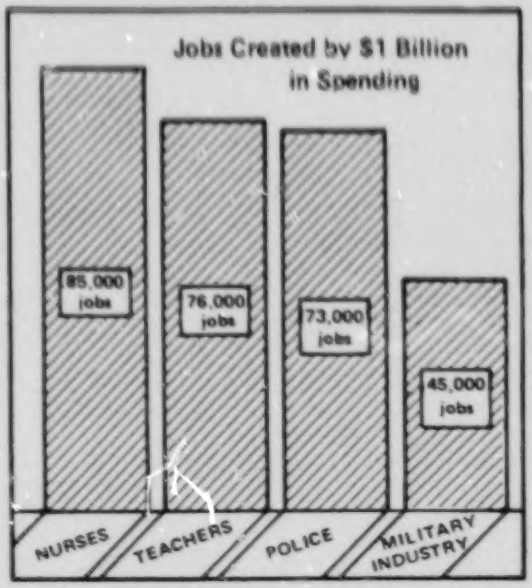
1. Source: **"The Costs and Consequences of Reagan's Military Buildup," Council on Economic Priorities**. Gov't estimates for the budget share spent on military is lower due to the misleading practice by the Office of Management and Budget of including non-discretionary trust funds (e.g. Social Security) in the budget.
2. Source: **"Unemployment: Fallout of the Arms Race,"** Coalition for a New Foreign and Military Policy, 120 Maryland Ave. N.E., Washington, D.C. 20002.
3. Source: **Jobs With Peace Campaign**, 2940 16th St., Suite B-1, San Francisco, CA 94103.
4. Source: **Fair Budget Action Campaign**, Tax Reform Research Group, 215 Pennsylvania Ave. S.E., Washington, D.C. 20003.

Where does the military budget go?

According to Rear Admiral Gene LaRocque, USN (Ret.):

- 70% of our military spending goes to provide men and weapons to fight in foreign countries.
- 20% is allocated for our offensive strategic nuclear force.
- Actual defense of our country costs about 10% of the military budget.

States Adm. LaRocque: "Now I believe in a strong defense for our nation. And I believe you do, too. Nearly everyone agrees that we ought to spend whatever is necessary to defend the United States. But it is clear that we are actually spending **90 PERCENT** of our money for forces to attack the Soviet Union and for forces to fight in foreign countries."[1]

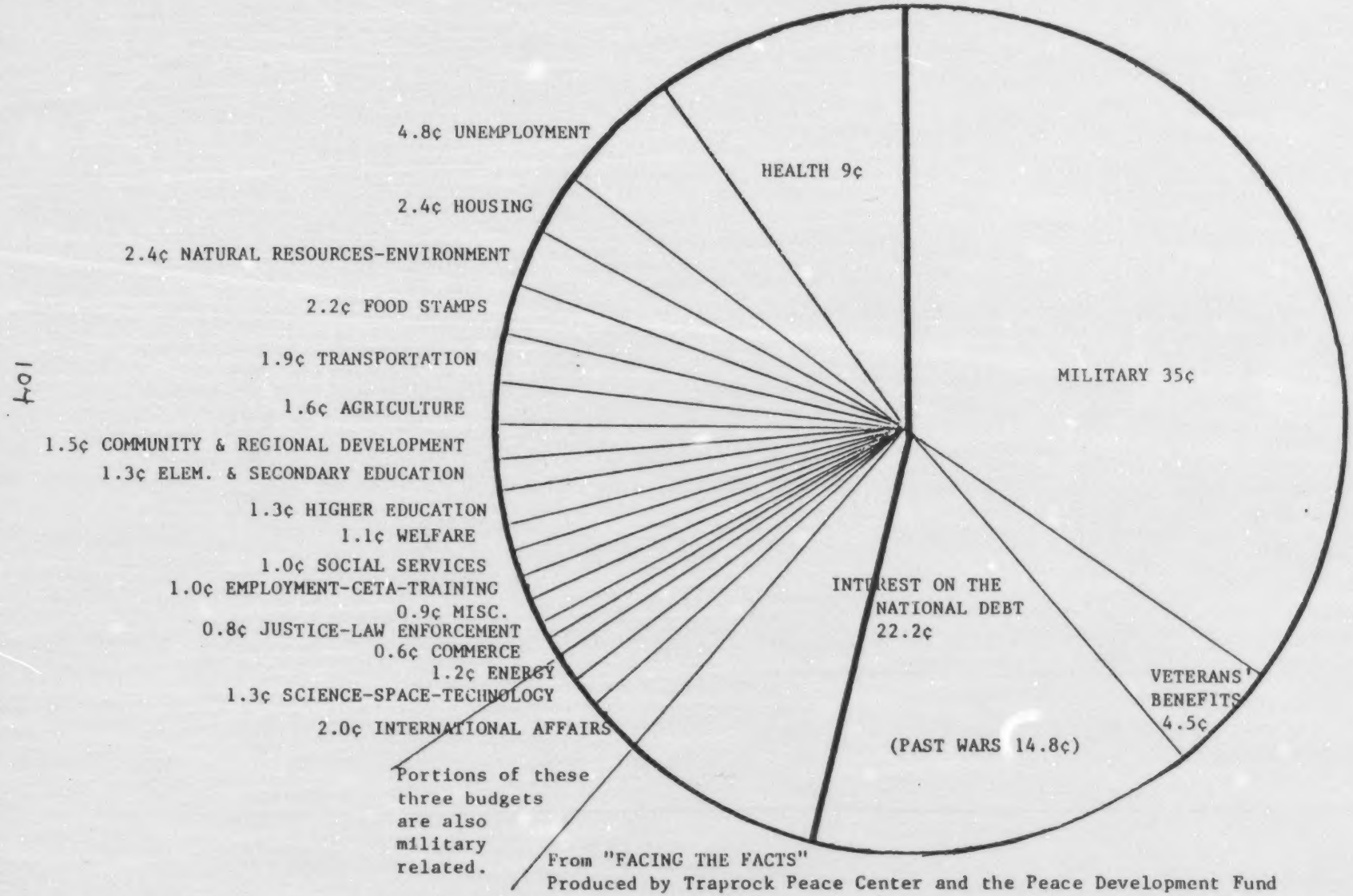


Bombs Away, by Greg Speeter

The true security of this country— a healthy economy

What are the human costs of this redirection of our priorities? The unemployment rate as of February 1983 in Sonoma County is 12.1%. Many families are homeless. One of the serious social costs of unemployment is the relationship between unemployment and crime: 42.6% of the nation's imprisoned were unemployed at the time of their offense. Of those who had jobs, 80% earned less than poverty level.[2]

THIS IS WHAT OUR TAX DOLLAR BUYS: 54.3¢ GOES FOR THE MILITARY AND FOR PAST WARS.
This pie chart represents the federal tax dollar. It does not include trust funds, such as social security and the highway trust fund.



From "FACING THE FACTS"
Produced by Traprock Peace Center and the Peace Development Fund

Source: Budget of the U.S. Government: FY 1983 (Executive Office of the President, Office of Management and Budget, 1982).
National Priorities Project/Citizens Involvement Training Project, Greg Speeter, University of Massachusetts, Amherst, MA 01003.

XI. Economics Projects

Economics is a vital force in keeping the arms race going. We offer a few projects and hope you explore at least one with your students.

A. Imagine yourself talking with someone who works in a nuclear-related job--what reasons do you think they'd give for keeping their job? What arguments might you use to convince them that they're in an occupation which threatens the lives of themselves, their families and all people?

B. Have students ask and tell about how their families earn and spend money. Do a web of one family--or teacher can use him/herself to avoid delicate areas. Discussion: List as a group basic needs and extras. Would students be willing to give up extras to equalize wealth? How do basic needs differ in different cultures? What needs are "free"?

C. Many children are familiar with paying taxes, though they may not understand them. Explore with your students what taxes are, and how the money is apportioned.

D. Schools are increasingly cutting back funds for "special needs." Find out the history of special programs in your district. Invite a speaker who is involved in this area.

E. There are many cooperative households and businesses in the Bay Area. Invite a representative speaker to tell about his/her philosophy and the problems and rewards of cooperative living in a competitive society.

END UNIT V

UNIT VI

SURVIVAL OF THE COOPERATIVE:

EXAMPLES OF COOPERATION IN NATURE AND SOCIETY

Outline

I. Introduction to Teacher

II. Quotations

III. Stories

IV. Mutualistic and Commensal Relationships--References for Teachers and Children

V. Cooperative Nature Games and Ecology Study

VI. Resources

UNIT VI

SURVIVAL OF THE COOPERATIVE:

EXAMPLES OF COOPERATION IN NATURE AND SOCIETY

I. Introduction to Teacher

The objective of this unit is to teach children how survival involves cooperation as well as competition; to show children that, although they are related to other mammals, there are differences in how humans and other mammals relate socially; to provide activities which illustrate interdependence in nature and teach cooperative skills.

In this introduction I will briefly explain Darwin's theory of evolution; discuss altruism in humans and other mammals; show how Darwin's theory is being applied to human social behavior inappropriately; and talk about what we can learn from other mammals about solving problems.

Here is how Robert Ricklefs explains the theory of natural selection in Ecology.

	Children could draw a picture of this in sequence.
A. The reproductive potential of populations is great, but	A. Rabbits should cover the earth, but
B. populations tend to remain constant in size because	B. they don't because
C. populations suffer from a high mortality.	C. many are caught by predators.
D. Populations exhibit variation which leads to	D. Some rabbits run faster than others

E. differential survival of individuals.	E. and escape from predators.
F. Individual traits are inherited by offspring.	F. So do their young.
G. The composition of the population changes by the selective elimination of unfit individuals.	G. Populations of rabbits, as a whole, tend to run faster than their predecessors.

There are many ways to interpret the term "survival of the fittest." We are talking about rabbits here, but consider their relationship to predators. If rabbits did cover the earth, they would soon die because they all need land, food, water, and shelter. As the rabbits are becoming more fit to survive, so are their predators (coyotes, wolves, hawks) becoming more fit and better at catching rabbits. The predators help the rabbits by trimming down their population, thinning out the sick or weak animals, thereby making the population stronger. Becoming more adept at survival is not something rabbits do by themselves. In fact, the entire ecosystem surrounding the rabbits and coyotes is evolving and all of the interrelationships between species help to shape that evolution.

In social animals the giving of aid is an important aspect of social organization. Parental care is one of the most obvious forms of helping behavior, including everything from choosing a site for laying eggs or bearing young to forming a binding relationship.

There are examples among mammals and social insects of altruism: An animal giving aid to another animal, of the same species, but not blood-related, with no apparent benefit to itself. Although this seems to oppose the "survival of the fittest" theory scientists have discovered ways that an altruistic act may either increase or not affect the survival of an animal. For instance, alarm-calling by

a bird in a flock which benefits the other members of the flock may possibly benefit the bird who calls since the birds first to call often are the first to reach cover. It has been assumed in the past that the birds to call were risking their lives by attracting attention to themselves.

Some communally-living vertebrates that exhibit altruism include wild dogs, certain primates and various birds. These groups often share food, defend territories and form strong social bonds among members. Helpers or altruists may aid animals of their species, but not blood-related, by sharing food, detecting predators, alarm-calling, mutual grooming, or territorial defense. "Survival of the fittest" among many social animals--including humans--may mean helping friends.

In sociobiology other theories and observations of animal behavior are applied to humans. I would like to counter these ideas because I think it is important for teachers not to assume that children are simply aggressive small beasts who must be restrained or redirected, who care only about themselves and their own survival; because it is a very narrow view of the natural world to stress competition and ignore cooperation and the interdependence of the species; because children should be made aware of many examples of cooperative behavior among animals and people; because we should all know that we are not directly related to insects, birds, reptiles or rats and that our behavior cannot be traced through all of its evolutionary steps since not all of the steps have been discovered. We are descended from a line that stems from shrews and apes, but there are pieces missing beyond the apes; and because humans are influenced by a "million years of social evolution, plus language, brain development, tool-making, labor activities and culture" (E. Reed, Sexism in Science, in Pogrebin, L., Growing Up Free, p. 26).

Sociobiology tells us that wars are inevitable because we are basically aggressive beings who cannot control our instincts to dominate other beings.

Competition in business is attributed to our competitive instinct to survive. This is a simple and inaccurate view, even of the animal world. Most mammals rely on a complicated communication system using gestures and signals of threat. Actual fighting is a last resort and happens mostly when an animal is hunting food, is defending a territorial boundary or is in need of more territory, or when one animal needs to dominate another in order to mate. Even when animals fight, they do not usually fight to death. In most situations mammals can express anger and threats and walk away unharmed from a confrontation. If we were not so conditioned by our culture to carry out physical threats in order to save face and pride and not to appear cowardly, we humans might avoid fights.

We are related to other animals and we do have instincts. But we are conscious of our feelings and desires. We can analyze them and we can make decisions to modify or change our behavior and our habits. We have the emotional ability to form strong loving bonds, not only with family members but with strangers who become friends. We form strong attachments to larger groups of people we don't know such as unions, churches, political parties, and countries. At this time in human evolution our very survival depends on our ability to be concerned beyond our countries to our entire world--its people, its animals, and the very substance of the earth. *Survival of the fittest takes on a new meaning in the nuclear age. The fittest will be those who can expand the meaning of love beyond the personal and the political to the global.*

I have written a story based on scientific data that expresses the subtle and crucial ways that three mammals coexist in the same territory on the same resources. It is unusual to have such data about mammals because they are difficult to study and because looking at interrelationships among animals is not emphasized in science. The story is fiction but all of the information about

ringtails, gray foxes, and skunks is true. I am making the point that, though every creature is designed to survive, this does not mean it must fight, dominate, or oppress all the creatures surrounding it. Survival for one creature may also help the survival of another creature. A story about collective human behavior follows.

Use the story to discuss children's view of nature. This unit is designed for you and them to discover new aspects of nature, of humans, perhaps of yourselves.

II. Quotations

"When we try to pick out anything by itself, we find it hitched to everything else in the universe." John Muir

"Everything that lives, lives not alone, nor for itself." William Blake

"There is nothing useless in nature; not even uselessness itself." Montaigne

"The land is one organism. Its parts, like our own parts, compete with each other and cooperate with each other." Aldo Leopold

"The polar bear and the tiger cannot fight." Sigmund Freud

"Nothing happens in living Nature that is not in relation to the whole." Goethe

(Taken from the Oakland Museum Docent Handbook, unpublished.)

*A. Use one or more of these quotations as the basis for a discussion about nature.

B. Illustrate one or more of these quotations.

C. Act out one or more of the quotations.

III. Stories

A. Ringtail and Gray Fox

I am Ringo the ringtail. Lots of other ringtails live in California, other states in the Southwest and Mexico. I am not the only mammal or forest animal who lives here.

I sleep, hide, and nest during the day in a snug den between two rocks. Nearby is a large redwood tree which I climb sometimes at night to look around and see what is happening in the forest.

I must be careful in the tops of trees to be especially aware of flying, hungry birds, like the great horned owl who would be happy to eat me. Actually I have to be careful about a lot of things. I am concerned about feeding myself and protecting myself and my territory. If another ringtail who is not my mate or one of my grown children comes in the square mile that is my territory, and I see her, I'll chase her out, snarling and threatening to fight. If she does not leave, I will fight her. Usually I don't need to fight and I don't like to because I might get hurt. I chose my territory carefully for its dens, hiding places and food. If I don't have those things I might die.

I meet a few other animals in my nightly travels. We all know where our own territory is and we try to stay out of each other's way. I go about hunting mice and insects and eating berries while gray fox and skunk are doing the same.

One day I began wondering about how things became the way they are. It was the day after I almost had a fight with another female ringtail who was looking for a place to make a den. She was sniffing and searching in a pile of rocks not far from my home. I shrieked at her and chased her out of my territory. At one point she stopped running and turned to face me. I stopped short and growled way back in my throat, lowered my ears and screamed OOEEEEEEEEE! She turned and ran as fast as she could go.

I began wondering why it is that ringtails don't usually fight each other. I wondered why there is almost always enough to eat when I see gray fox and skunk and other animals eating the same things. What if one of us ate up all the mice, or all the crickets, or all the berries? We never worry about that. We just eat when we're hungry, when we find something good. I decided to ask my grandmother about these things.

I trotted over to her den on the other side of the hill just at dusk so I could catch her before she left on her nightly hunting and prowling expedition. She greeted me with some snuffling sounds like my mother used to make to me when I was little. Then she asked me why I had come. I told her I was wondering why ringtails don't fight very much and why there always seemed to be enough food for ringtails and other mammals who live on our hill. My grandmother, Isadora, is very old and wise and I knew she could answer my questions.

I'll tell you a story of a long time ago. Millions of years ago there were lots of small mammals--shrews, possums, tigers, and bears--very much like the mammals we know now. They were everywhere on the earth after the dinosaurs died. Each kind of animal had to find food, water and a place to live. Some of them ate meat and some of them ate plants, which helped us to share the food on the earth. Some of them ate plants as you and I do. Some of them lived in the desert and some in the forest. That helped them to share the space on the earth.

But some of them liked the same things. My great ancestor ringtails liked rock dens in the forest and ate little animals, insects, and berries. Gray fox and skunk liked exactly the same type of home and food as the ringtails. Uh-oh here's a problem. There used to be squabbling and fighting over this mouse or that cricket.

We didn't sit down at a table and talk it out. We animals of the forest don't do such things. But over the years we worked it out. We all liked to hunt for food at night, but we didn't like to run into each other and we didn't like fighting. We ringtails began coming out later and later at night. Gray foxes came out earlier--especially at dawn and nightfall.

We ringtails made our homes in rock dens in forested places. Gray foxes chose brushy meadows often for their homes. After there were people ringtails lived in shacks, attics and basements. We all stayed away from skunks because we didn't want to get sprayed. We ringtails began to hunt underground, on the ground, and in trees. We are also good rock climbers because of our special feet which rotate halfway around--good for wedging in little crevices. Gray foxes stick to the ground mostly and every once in a while climb trees! Can you imagine--a fox in a tree! Skunks stay on the ground, too.

We all like to eat small mammals, berries, and insects, but we ringtails are a bit choosy and won't eat <u>certain</u> crickets, berries and animals. Gray foxes eat them--they don't mind. Ringtails eat scorpions and centipedes which other animals don't like because they think they taste bad and, if you don't kill them fast they sometimes sting!

So now we all have enough food, places to live and space. If we get overcrowded, we have a problem. Sometimes we have to fight to make room for ourselves by pushing other animals--even our own kind--out into other places. Sometimes we get pushed out by people building houses on our land.

Ringo listened carefully. Then she began wondering again. What about people? I hear they fight over territory, too. I hear they might have another war. Why can't they change their habits a little and cooperate more?

Grandma answered with another story about some people whose attic she had inhabited.

Not all people solve problems by hurting each other. I lived in an attic of some people who figured out how to solve problems pretty well.

B. Saving the Mountain

Alice and Mortimer live down at the bottom of the hill. They both have white hair so I think they are older humans. They live in a little wooden house with a delightful attic in which they cut a tiny hole for me and my first family to go in and out.

There are a lot of other people living all around the base of the mountain and Alice and Mortimer are friendly with many of them. In some ways these people are like ringtails and gray foxes. When they want privacy they just avoid each other and stay to themselves.

At other times they really need each other and help each other out. A few years ago, just before you were born, the whole mountain, and everybody who lived around it, was threatened by a huge fire. They all came out of their houses and brought water and shovels to help douse the fire. In a way the fire was a warning signal. There were many more dangers to threaten the beauty of the mountain and the survival of all of us after that.

I heard it first in the early morning. I'm usually sleeping then and I was awakened by a low rumbling sound. As it came closer it became a screeching furious scream. I leaped up and made myself ready to fight or run. I stood still as a stone and controlled my panic. What monster could this be? I sniffed and smelled foul chemical gases. I had heard other loud monsters that people use--chainsaws, cars, generators. This sounded like one of their relatives.

I ventured to peer out between the rocks of my cave. I saw a blinding flash of silver metal speed by and was terrified. Never before had metal machines ventured on the mountain. How could I feel safe? How could we raise our children in such a place?

I decided to move into Alice and Mortimer's attic and not sleep in the woods at all for awhile. I ran lickety-split down the mountain, quiet as a gentle breeze, of course, and ran up the ramp into the wonderful attic nest. I heaved a sigh of relief and curled up in a corner to sleep.

Later that evening as I prepared to go out for a hunt I overheard a conversation between Alice and Mortimer about something called motorcycles. They described them as "those loud, smelly monsters on wheels" and I knew just what they were talking about. They seemed to be upset and I listened closely. They were afraid for the mountain, for all the animals and plants who lived there.

"We must talk to our other neighbors about this. Our mountain will lose its peace; the trails will be destroyed and the animals will be frightened away. There will be more fire danger and possibly people will come with jeeps and guns and invade the land." I had never heard them talk this way. It scared me.

I listened again the next night and I heard more people talking about the same subject. Alice and Mortimer had invited Max and Anna over to talk about the situation. They all felt the same way. They didn't like it.

They were stuck on what to do. I got very excited while they were talking and began to run up and down. I was racking my brain, too. Already I had heard stories about other animals who were planning to move out to safer territory. They became quiet downstairs and then they talked about me and the noise I made running up and down. They laughed--Alice and Mortimer seemed to like me living with them--they fed me fig bars, my favorite goody, and watched me closely and took pictures of me as if I were a very interesting creature.

During the day I was awakened more and more by the sound of that screaming silver metal. Sometimes more than one would come and the noise was much louder. One day Alice and Mortimer went out and talked to the motorcycle riders. They came back that evening discouraged. The people riding the motorcycles wouldn't listen--they rode on past Alice and Mortimer.

So that night Alice and Mortimer made lots of telephone calls to their neighbors. They organized a meeting which took place at their house a week later. Not many people came to the first meeting so they had to organize another meeting for later. In the meantime, all of the people at the first meeting agreed to talk personally to the rest of the neighbors.

"We need your help. We all enjoy the mountain and many people who don't live here enjoy it too. Lots of wonderful animals and beautiful plants live there. Please come to a meeting to decide how we can protect this mountain."

Almost everyone came to the next meeting and everyone had lots of different ideas. "Let's force those motorcycles out. We'll stand guard or hire guards to keep them out. We'll put huge electrified fences around the whole place." said some.

"But that will cost lots of money and be hard to arrange," said others.

"Let's forget it. We don't own the whole mountain so it's going to get destroyed. At least the parts we own will be all right. We can put up 'No Trespassing' signs," some said, in defeat.

But Alice and Mortimer had a different idea. "We can go to the county and have it declared 'open space' land which is protected, but it allows us and other people to walk on trails there. There are rules and they can be posted. Then the county will help us to keep motorcycles, jeeps and hunters out."

The people finally agreed this was the best plan. It took many hours of talk and each person had certain responsibilities. Someone had to talk to people at the county land use planning office. They had to write a letter and a petition and hire a scientist to study the area. But eventually it became a protected area and the people under the mountain were pleased. They learned how they could work together to change something and they felt powerful.

Now, Ringo, you and I and your grandchildren can live here in peace. We have the normal dangers like great horned owls to worry about, but we can live side by side with these people on this beautiful mountain with no fear of hunting or motorcycles. I feel close to Alice and Mortimer because I live with them and because of what they did. I have made them honorary ringtails in my heart. If people can work together like that, there is no need for wars.

It is getting late and I am hungry. Come, my little inquisitive granddaughter. Let's go see if there are any fig bars out for us.

C. Questions for Discussion and Activities

1. How does it affect you if we do or don't have beautiful mountains with animals in them?
2. Why would it be better for ringtails not to fight a lot than to fight a lot?
3. What ways do you know that animals help each other?
4. When you are mad, do you have a way to warn someone before you try to hurt them?
5. Do you have a special place in nature where you can go? Describe it.
6. Do you know of ways people have organized and cooperated to change something?
7. Have you ever been able to work with.friends to accomplish something?

8. What happens if each person in a group has his or her own idea and won't change it at all?
9. How do you feel when you have your own idea and people don't agree with you?
10. How do you feel when you're trying to change someone's mind?
11. Do you know how to find an agreement between people?

IV. Mutualistic and Commensal Relationships--References for Teachers and Children

A. Mutualistic relationships are interactions among animals that benefit both parties involved.

1. Oropendulas and cowbirds: In Panama Chestnut-Headed Oropendula birds live in colonies of 10 to 100 nests. Often Giant Cowbirds lay an egg in the oropendula nest along with the Oropendula eggs. A scientist wondered "Why do the oropendulas allow the baby cowbird to stay in the nest after it is hatched?" He found that in colonies with no cowbirds the baby oropendulas often died from parasites living on their bodies called bot flies. In colonies where the parent oropendulas allow the cowbird to stay in the nest the cowbirds gobble up the bot flies on the oropendula babies. More baby oropendulas grow up in these colonies and the cowbirds grow up, too.

Sometimes the cowbirds are not helpful to the oropendulas. In nests with no bot flies, where oropendulas try to kick out the cowbirds, not as many baby oropendulas grow up as in the nests with bot flies--maybe because these oropendulas have to build nests near wasp nests to keep their bot flies out.

2. Baboons and gazelles: Baboons travel in a very particular order or arrangement for defense, but they often add to their defense by staying near

other animals like gazelles. Baboons benefit from the gazelle's keen sense of hearing and sense of smell for early detection of predators. The gazelles are protected from predators by being around the baboon troop which includes strong males to defend it.

3. Bulls-horn Acacia and a certain ant: In Central America the acacia plant provides food and nesting sites for ants in return for protection which the ants provide from insect pests. A queen ant bores a hole in the base of one of the swollen thorns of the acacia and clears out some of the soft material inside for her brood. As the colony grows the ants fill up more and more of the thorns and they protect the plant from insect pests. Food for the ants is in nectaries at the base of the acacia leaves and in nodules at the tips of some of the leaves. In the case of this particular ant and acacia, neither can survive without the other.

4. Some shrimp or fish clean parasites from the skin of other marine fish. This is called cleaning symbiosis.

5. Cows, sheep, and other grazing animals as well as termites house specialized bacteria and protozoa in their intestines which break down the cellulose in plant food so that the grazing animals gain the nutrition in plants.

6. Legumes, including peas, peanuts, and alfalfa have symbiotic bacteria in their roots which can use nitrogen directly from air spaces in the soil and make it available to the legumes. Therefore these plants don't need nitrogen fertilizer. They can thrive in soils where other plants can't grow. Alfalfa crops are often planted in rotation with other crops like corn because they can enrich the soil with nitrogen they get from the atmosphere.

7. Lichens are a combination of algae and fungi. Lichens are found on tree trunks and bare rock where other plants can't grow. Algae provide the ability to photosynthesize--make food from sunlight. Fungi secrete substances

that dissolve nutrients from the bare rock surface so the lichen can grow there and use the nutrients. These fungi cannot survive alone.

8. Soil fungi often live off the roots of trees. They dissolve mineral nutrients that would otherwise not be available to trees. In return, the fungi get nutrients from the roots.

9. A certain species of crocodile opens its mouth and allows a bird, the Egyptian Plover, to pick leeches and food particles from its gums.

10. Ants care for aphids and receive from them a sweet milklike secretion which the aphids liberate when stroked by the ant's antennae.

B. Commensalism: Literally means "at the table together." One organism benefits by consuming the unused food of the other organism.

1. The remora fish uses a suckerlike dorsal fin to attach itself temporarily to a shark. When the shark feeds, the remora picks up floating scraps and the shark is not inconvenienced.

2. Barnacles attached to whales are transported to new feeding grounds.

3. Small fish live among the tentacles of sea anemones and are immune to the anemone's stinging cells. They derive protection and probably some food from the relationship.

V. Cooperative Nature Games and Ecology Study

A. Animal parts: In groups children must imitate one animal. They go before a peer "panel of experts" who will try to guess their identity based on their movements and behavior.

B. Blindfold walk: Children are paired; one in each pair is blindfolded. The seeing child leads the blindfolded one on a walk, exposing her to smells, tastes, touches and sounds. The children trade roles when they are ready. This activity develops trust between children and asks them to take care of each other.

C. Pyramid of life: Children write names of plants and animals in a particular area on paper. The papers are passed out to different children. You begin with the sun, source of all the earth's energy. Then plants who use the sun's energy form the bottom of the pyramid; the plant-eaters stand behind them; and the meat-eaters stand behind the plant-eaters. Since there will probably be too many children at the top of the pyramid for the bottom to support, the children must change roles and construct a pyramid that is balanced.

D. Webbing: Children stand in a circle. You stand in the middle with a ball of string. Begin by one child naming a plant and holding the end of the string. A child names something that eats that plant and holds another part of the string. Continue in this fashion until you've created a food web with your string. You can also draw food webs. Try drawing a "friends and relations web." This would show the people and animals you feel connected to for love and support and how they are connected to each other.

E. Food chain game: Call children up one at a time as they name the parts of a food chain. Begin with a child who is the sun, continue to a plant-eater, a carnivore, a scavenger, fungus or bacteria. Use humans in the food chain, too, if you want. The children are then standing in a line each holding a piece of string. You eliminate one of them with a (pretend) pesticide, disease, or other manmade poison. As the dead plant or animal falls, everyone who feels a tug must fall, too. You can then explain how this happens in nature. Poisons and pesticides travel up the food chain and affect other species. When one species is affected, other dependent species are also affected.

F. Try to do something a bit difficult together out in nature. Really operate as a group to accomplish your task. Examples: Move a heavy log or help each other climb a steep bank.

G. On poster board begin with a "vacuum" environment like a lunar landscape. Have children fill in all the things that a few people and animals, arriving in a space ship, would need to survive. Emphasize cycles like CO^2 and mineral and food chains and webs.

H. Define a small area with string and identify everything in the area--plants and animals. Then watch how the organisms interact. Remember that the organisms will use the nonliving parts of the area, like soil, water, rocks, and air. Draw a map of the area and draw a food web based on your study.

(These and many other nature activities can be found in Sharing Nature with Children by Joseph Cornell. "G" is from the IDS File of Environmental Education Activities, unpublished.)

VI. Resources

A. Sharing Nature with Children, by Joseph B. Cornell, has a wealth of outdoor activities which emphasize a special sensitivity to nature as well as cooperation among children. Ananda Publications, 1979.

B. Varieties and Similarities--The IDS 120 File of Environmental Education Activities, U.C. Berkeley. This is a wonderful unpublished book of varied activities written by U.C. Berkeley students, developing an environmental education curriculum through the IDS 120 course. It was available in 1971 at the Berkeley Ecology Center at Oxford and Allston Way. It may not be available now.

C. Ecology for City Kids, by Erica Fielder and Carolyn Shaffer, a project of the San Francisco Ecology Center.

D. The Reasons for Seasons, by Linda Allison, Little, Brown and Co., 1975.

E. Food Chains and Ecosystems, by George I. Schwartz and Bernice S. Schwartz, Doubleday and Co., Inc., 1974.

F. Be A Frog, A Bird, or A Tree, by Rachel Carr, Harper and Row, 1977.

G. The View from the Oak, by Judith and Herbert Kohl, Sierra Club Books/ Charles Scribner's Sons, 1977.

H. Predator, The Food Chain Game--a card game which children love and which teaches them food chains and food webs. Ampersand Press, Oakland, CA (available at the Nature Company, Berkeley or San Francisco).

I. The Urban Environment, by Phyllis S. Busch, J. G. Ferguson Publishing Co., 1975.

J. The Green Box--an instructional program for humanizing Environmental Education, Humboldt County Office of Education, Environmental Education Program, 901 Myrtle Avenue, P.O. Box 1408, Eureka, CA 95501.

K. OBIS--Outdoor Biology Instructional Strategies, Delta Education, Box M Nashua, New Hampshire 03061, developed by the Lawrence Hall of Science, U.C. Berkeley.

END UNIT VI

UNIT VII

ACTION AND EMPOWERMENT:

CURRENT ANTI-NUCLEAR PROJECTS

Outline

I. Introduction to Teacher

II. General Discussion Questions

III. Discussion Questions for Landscape Artist's Story

IV. Landscape Artist's Story

V. Discussion Questions for Pacific Peacemaker Story

VI. Pacific Peacemaker Story

VII. Discussion Questions for Federal Emergency Management Act (FEMA) Story

VIII. FEMA Story

IX. Discussion Questions for What One School Did Story

X. What One School Did Story

XI. What Kids Can Do

XII. Action Projects on Nuclear Arms

UNIT VII

ACTION AND EMPOWERMENT:

CURRENT ANTI-NUCLEAR PROJECTS

I. Introduction to Teacher

This unit's origin lies in our wish for real-life stories of people taking action to change the society from a war-oriented, unjust place into a peaceful, nourishing environment. We wanted to set forth heroic figures, both well-known and everyday. Parallels with folk heroes from all cultures, with mythological and Biblical figures and with men, women and children from school and neighborhood can be pointed out and will hopefully spark some good discussion: What are the elements of a hero? Where does his/her strength come from? When and why is support necessary for the success of some heroic "tasks"? What heroic projects can you think of that are group endeavors? It may be illuminating to contrast magical aids with social ones . . .

We hope the format inspires you, the teacher, to create similar storybooks that draw upon more local, current events. Especially powerful would be to involve the class in writing or dictating their own peacemaking attempts.

We've provided discussion questions and also hope that you allow a story once read to be digested for awhile,then returned to, reevaluated. We do urge thermofaxing and distributing copies for each student. (Wouldn't a slide show along these lines be great? Make one and let us know about it!) Please note that we've indicated some stories as inappropriate for students younger than nine years/4th grade.

The second part of this unit is a collection of ways to focus and express all that power that must be bubbling up in your classroom. All our best wishes go out to you as you make this project your own.

II. General Discussion Questions

A. How are the people in these stories like soldiers? What are their weapons (spirits . . . bodies . . . tradition . . . communication skills)?

B. Whom would you like to meet of these people? Which story would you have liked to be a part of?

C. Look at each story in terms of choice and responsibility. For example, what other ways could the mother have acted when she felt afraid of nuclear war? What are some responsibilities of being a child? An adult? A parent?

*III. Discussion Questions for Landscape Artist's Story

A. Note: This group of questions is to help in examining how one can feel threatened and also powerful, and touches back on Unit I's process of changing threatening situations into safer ones.

Do you think the woman felt safe or threatened by war? Powerful or powerless?

Do you think she felt safer when she met and talked with other people? More powerful? How about in jail?

B. Note: This story exemplifies the process of nonviolent resistance. A law is broken by blockading. This may pose a conflict for some, especially since the character is a mother, and the progression is so rational (other stories also portray instances of breaking laws, but not with so clear a sequence). What are the "higher laws" referred to? Are human-made laws and decisions always fair and life-promoting? How does one decide which to obey?

C. In this story the woman repeatedly expresses her feelings and beliefs on the issue of nuclear war to others, and just as earnestly listens to what others have to say. What if she'd only spoken or only listened? Note to teacher: For those of you who dare--compare these reciprocal dynamics to those of education/ your classroom.

IV. Landscape Artist's Story

I am a landscape artist
and the mother of two children.
I am afraid of a nuclear war.

One day I read about Helen Caldicott,
a children's doctor who writes and speaks
out against the dangers of nuclear war.
Dr. Caldicott says that the greatest thing
is to work for nuclear disarmament.

I looked for other people who felt like me.
We studied and talked about our feelings.

We wrote letters to those in power, leafletted
our neighbors and spoke to others about the
dangers of nuclear war.
We worked extra hard to support the Nuclear
Weapons Freeze Initiative.

I wanted to become more active working for
nuclear disarmament, and went for training
in nonviolent civil disobedience. I decided
to follow the example of millions of people
throughout history who had disobeyed certain
laws to uphold higher laws.

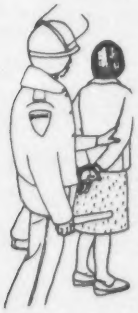
I believe that the nuclear weapons we build
to strike other people first are a crime
against the human race.

The nonviolent action I joined was against Lawrence Livermore Labs, where these weapons are designed. Many thousands of us marched that day to the labs. It was June, 1982.

To communicate with the people who worked at the labs, I listened carefully to their reasons for working there.

I explained my fears of what would happen if they continued to design the weapons.

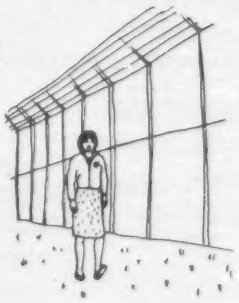
I was scared when the police approached us as we blocked the workers' buses. We refused to move, but were careful to act without violence as we disobeyed the law.



About 1500 people were arrested and jailed with me.

We talked and sang, and took care of each other in jail; the police were nonviolent and many shared our concerns about nuclear weapons.

I knew when I was in jail that each of us, acting in a nonviolent way, can make others aware of the need for nuclear disarmament.



V. Discussion Questions for Pacific Peacemaker Story

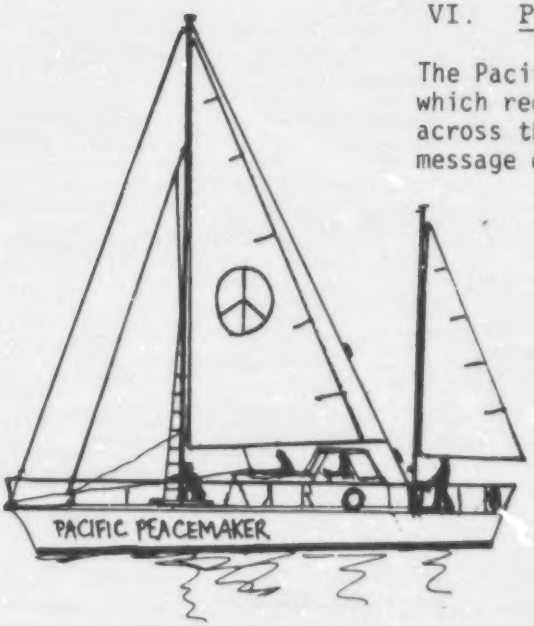
A. Do you think the people who sailed the Pacific Peacemaker made a good choice?

B. Pretend you're one of the sailors. Tell us why you took part in the trip.

C. What effect do you imagine this boat will have on world nuclear disarmament?

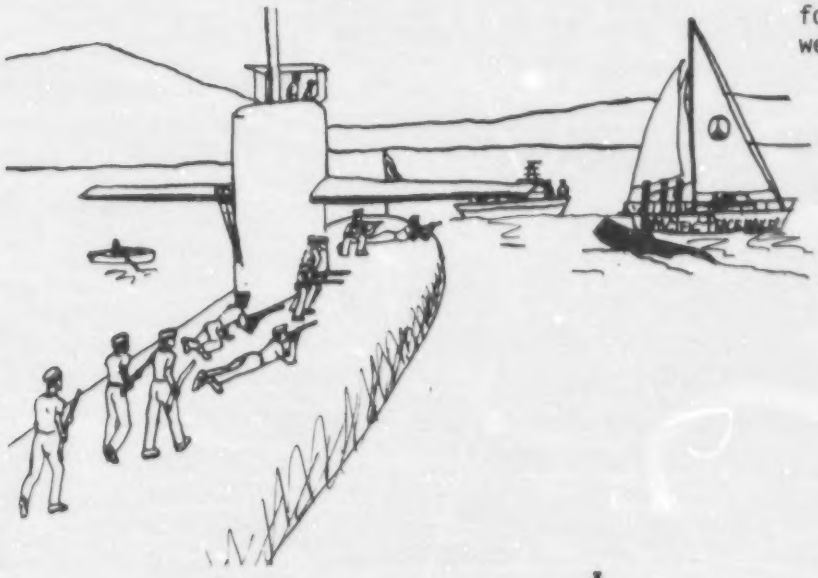
VI. Pacific Peacemaker Story

The Pacific Peacemaker is a ship which recently sailed for ten months across the Pacific Ocean to carry a message of peace.



The Pacific Peacemaker arrived at Seattle, Washington and was joined by a flotilla of small boats to stage a symbolic blockade of the first Trident nuclear submarine. These subs are powerful enough to destroy hundreds of cities at one time.

A number of the Pacific Peacemaker crewmembers and other protesters were arrested for trying to block the Trident sub from entering the base, but by their actions were able to get the world's attention focused on the dangers of nuclear weapons.



Later the Pacific Peacemaker and a Greenpeace ship formed a Peace Fleet which sailed in San Francisco Bay to protest storage of nuclear weapons in Alameda.

Soon the Pacific Peacemaker will sail on another long voyage across the Pacific Ocean, possibly to Hiroshima, Japan. It will stop at island ports of many nations along the way, attracting attention to the need for nuclear disarmament. People can buy shares in the Pacific Peacemaker to become part owners of this ship of peace.

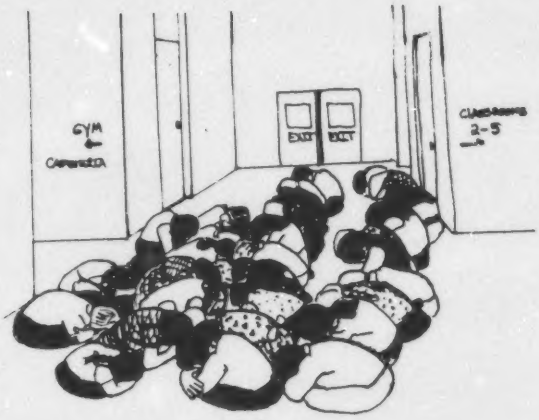
*VII. Discussion Questions for Federal Emergency Management Act (FEMA) Story

A. Why do you think the teacher refused to do nuclear bomb drills with his class? Why did it matter to him?

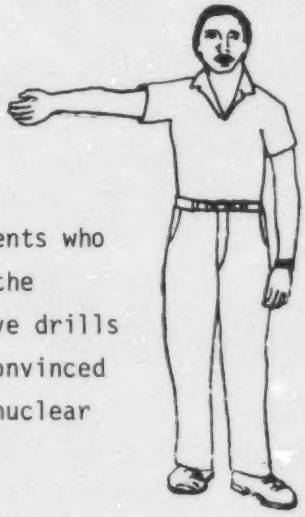
B. Name some things this school can do to prepare children for peace.

VIII. FEMA Story

I'm a teacher. Recently, our government required that schoolchildren practice what to do to protect themselves if a nuclear bomb drops--lie on the ground and curl up if there's nothing to hide under.



When I was a kid we had civil defense drills or "duck and cover"; we practiced crouching on the floor to protect ourselves from atom bombs. Now that I'm a grownup I realize that hiding our heads won't save us from a nuclear attack; it only fools us so we believe we will survive.



I've joined with other teachers and parents who were angry about the drills. We presented our story to the Oakland School Board. They agreed with us and voted not to have drills for nuclear attacks in our schools. Recently, we've also convinced many other school boards that preparation for peace, not nuclear war, is what our children need for their safety.

IX. Discussion Questions for What One School Did Story

A. Is there something you can imagine doing as a classroom that would make you feel proud and strong in relation to nuclear war? Make a list of things.

B. What makes it hard sometimes for children to speak up about their feelings to adults?

C. How does it make you feel to know that some children published a book together?

X. What One School Did Story

Some of us were worried about nuclear war. We talked to our teacher about it. She was worried, too, and wanted to talk about it with us as a class.

The Nuclear Freeze was on the ballot for November. It said that people in the U.S. want the government to stop testing and building nuclear weapons.

We decided--as a whole school--to tell our city council and school board that we want to "freeze" nuclear weapons. Some of our teachers taught us how to fold origami cranes like children in Japan did to say they never want bombs to be dropped again like the ones dropped on Hiroshima and Nagasaki.

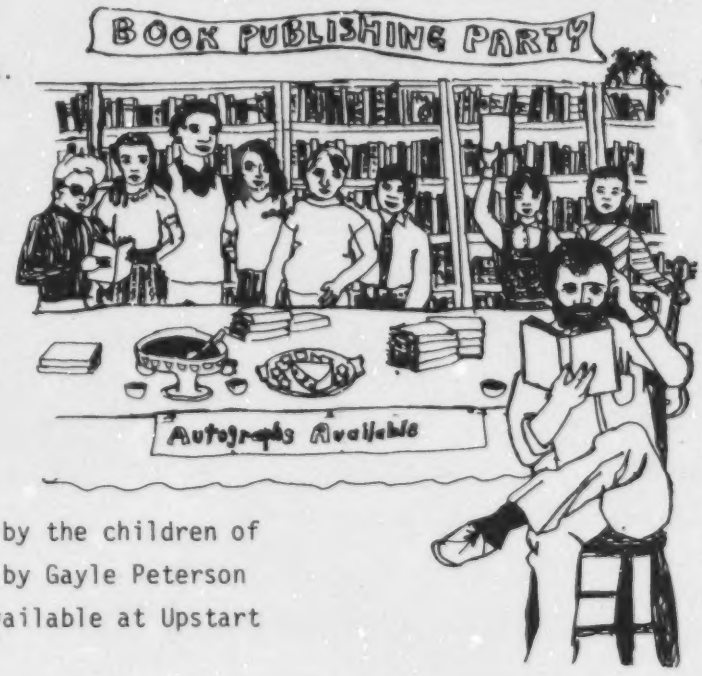
Some people came into our classroom to talk to us about our feelings about nuclear war. They also taught us how to solve problems nonviolently.

We wrote poems, drew pictures, wrote letters, and folded 1000 cranes showing our feelings about nuclear war. We took all these to a city council meeting.

The Freeze won in California declaring that a majority of people in our state want the U.S. government to stop building, stationing and testing nuclear weapons and many other states. It felt good that we had let our city council and our school board know what we felt.

We put our poems together into a book to show people how we felt. A parent from our school said she could help get our book published. A lot of people had liked reading it.

The book is published and we are having a party at a bookstore to celebrate. We are so proud of ourselves and our book. We are strong and people are listening to us.



The book is called A Chance to Live by the children of Berkeley Arts Magnet School, edited by Gayle Peterson and Ying Kelley, Mindbody Press. Available at Upstart Crow Books in Berkeley, CA.

XI. What Kids Can Do

Talk to grownups about the nuclear threat. Some adults think kids don't know about nuclear war so they won't mention it. You'll both feel better when you realize you're not alone with your fears and discuss which actions you can take to prevent nuclear war.

Tell your community that kids are also concerned about nuclear disarmament. Adults see kids organized and leafletting at shopping centers, ballparks, etc. and are inspired to take disarmament actions too. When they see that kids won't sit back and let nuclear war happen, they won't either. S.T.O.P. Nuclear War is an organization of students and teachers who tell their communities about the dangers of the arms race and actions young people can take to prevent nuclear war.
S.T.O.P. Nuclear War, Box 232, Northfield, MA 01360.

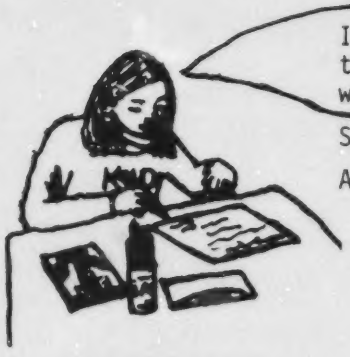
Raise money for peace organizations. Walkathons and bikeathons through town and neighborhoods let people see what you are doing. Bakesales, garage sales, and car washes can attract attention to the disarmament issue and provide a way for adults to work with you. Help peace organizations by putting up their posters in your neighborhood. Make your own too!

Contact newspaper editors; tell them of your interest and activities. Many groups have newsletters and would welcome news of kids' concern about nuclear war. Churches, synagogues, the Junior Chamber of Commerce, Elks, etc. and school newsletters could all be contacted.

WE CAN GROW UP WITHOUT NUCLEAR ARMS
STUDENTS AND TEACHERS FOR NUCLEAR DISARMAMENT
HIGH SCHOOL STUDENT SEEKS A FUTURE WITHOUT WAR
TEACHERS FOR NUCLEAR DISARMAMENT
WEST JUNIOR HIGH
MONEY FOR SCHOOL ACTIVITIES NOT NUCLEAR ARMS
KIDS CAN DISARM

Support others' peace activities. Join nonviolent marches and rallies. Take banners and posters. The whole world watches when large numbers of people act together for peace. Many people working together have so much power they can prevent nuclear war.

Call and write to people who make decisions about nuclear weapons. Every letter or phone call, no matter how short, to an elected official is very, very important. The official uses the letters, cards, and calls to decide on important matters like war and peace. Because officials don't get many letters or calls about each issue, they act as if each one they do get is worth hundreds or even thousands of voters' opinions.



Samantha Smith is a fifth grader who wrote to Soviet leader Andropov and pleaded for an end to the arms race.

Part of her letter was published in the Soviet newspaper, Pravda. She received an answer from Andropov. He said that millions of Soviet soldiers were killed in World War II and that the people in his country also want to end the arms race.

Dear Samantha,
"Today we want very much to live in peace, to trade and to cooperate with all our neighbors on the globe, and certainly with such a great country as the United
P.I.
KID
POWER

photostory U.P.
S.F. Chronicle, April, '83

XII. Action Projects on Nuclear Arms

A. Educate yourself about nuclear arms. Read articles, watch TV and listen to the radio, go to programs with speakers and films. Have a goal of learning ten significant facts that you can use in a discussion. Remember to learn the arguments on both sides!

B. Make a list of your interests. Think about how you could use your interests to take action on nuclear arms.

C. Discuss the issue of nuclear arms with your friends and family.

D. Join a group at school, in your city that works on the issue. If you can't find one, start one.

E. Write a letter to your school or neighborhood or city newspaper giving your feelings and opinions on nuclear arms.

F. Wear a button, bumper sticker or T-shirt that states your position.

G. Hold a car wash or bake sale to raise money to support groups that are working to stop the arms race. Buy a subscription to It's About Times or purchase a book you like for your school or town library.

H. Get a group at school together to hold a "teach-in" on the issue. Invite speakers, order a film and pass out information sheets.

I. With a group of students go to your principal, superintendent, PTA, or school board to ask that the school give students information about nuclear weapons through social studies classes, assemblies, or a separate course on the subject. Bring a list of specific questions you would want this teaching to answer.

J. Talk about the nuclear issue using class assignments: Essays, poems, research papers or artwork. Ask your teachers to give assignments about nuclearism. Ask them to duplicate what you do, post them, and submit them to school and local newspapers.

K. Ask your school and town libraries to buy books on nuclear arms. Volunteer to do a display for them.

L. Plan and stage an imaginative event such as a parade, an outdoor play, a musical event etc. Call the media and ask them to cover it.

M. Take a poll of students in your school, or of people in your town to find out their feelings on nuclear weapons. Send your results to the school or town newspaper.

N. Prepare an art display on nuclear arms; ask to put it up in your school, in a bank, at the library, or city hall.

O. Begin writing to someone in Russia through a pen-pal organization. Talk about your daily life, your values and your concerns about war.

1. International Friendship League
   22 Batterymarch Street
   Boston, MA 02109
   $3.00 fee for people below age 20.

2. World Pen Pals
   1690 Como Avenue
   St. Paul, MI 55108
   For ages 12-20. $1.00 for individuals, special group rates.

P. Write political action letters.

Put your name, address and date on upper right.

73 Hathaway Street
Rohnert Park, CA
February 12, 1983

Write name and address of person you're writing on the left.

Senator X_____
Senate Office Building
Washington, DC 20510

Dear Senator X_____,

State your topic and what you want the person to do about it.

Give your opinion and reasons for it, especially personal ones.

I am writing to you about the_____bill. I'm opposed to it and urge you to vote against it. I have a job at_____and go to school at night. This bill may cause the business I work for to close down. Without my job salary, I'll have to drop out of school. Without an education, I'll have trouble supporting myself on minimum wage jobs. Jobs are hard to find in my area, so I may have to file for unemployment.

End with praise and a request or question.

Please tell me your position on this matter. I appreciate receiving your monthly newsletter.

Sincerely,

Q. Clippings on nuclear issues: No Nuclear News is a cooperative clipping service published six times a year. It contains 50 clippings from U.S. newspapers on nuclear arms and power. The cost is $7.50 a year, but it's free if you send in clippings from your local newspaper. No Nuclear News, Box 149, Somerville, MA 02143.

R. Create a scrapbook of clippings with nuclear and peacemaking items. Ask parents to send in any they find, or to donate magazines and papers. Do this project with other classrooms . . . perhaps create a display for the library or office.

S. Make a coloring book of peacemaking activities or inspirations and xerox it for other classes. Exchange it with another school.

T. Nuclear Free Zone: The American Nuclear Free Zone is modelled after campaigns in Europe and the Pacific Islands. Communities can ban, with their localities, the production, handling and deployment of nuclear weapons. Violations can be punishable by imprisonment and/or fine. Write to Nuclear Free America, 2521 Guilford Avenue, Baltimore, MD 21218 or call toll free 800-528-6050 ext. 54. See article on p. 10 in May 1983 Nuclear Times.

U. In small groups or individually, design posters which express feelings about nuclearism.

END UNIT VII

BIBLIOGRAPHY

Outline

I. Issues for Parents, Teachers and Other Adults

II. Teaching Self-esteem, Cooperation and Self-expression.

III. On Nonviolence and Changing Society

IV. For Young People

V. Nature and Sociobiology Sources

VI. Other Curricular Materials

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